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ABSTRACT

In order to provide a basis for objective assessment of the accomplishments of the college and to simultaneously document its future course, Germanna Community College (GCC) developed this student assessment plan in 1987. The document consists of sections on the following topics: (1) plan development, including a mission statement; information on the drafting of an educational master plan and a facilities master plan; and an outline of the steps involved in the development of the student assessment plan; (2) the college mission and educational goals, including an overview and lists of GCC's programs of instruction and programs of study; (3) a profile of GCC's students, including their objectives, demographics, and graduation trends; (4) explanation of assessment methods and schedule, including educational outcomes to be evaluated, methods to demonstrate achievement of standards of performance, categories of students to be assessed, and a schedule for assessing students; (5) assessment plan integration, including an overview, provisions for accessibility of the data, a timeframe, activity schedules, activity definition, and implementation guide; and (6) assessment plan evaluation. Fifteen appendixes include population data, penetration rates, survey instruments, and enrollment and graduation data. In addition, two attachments contain a 1990 interim assessment report and a plan for reviewing the process scheduled by the Institutional Research Committee for 1990-1991. (JMC)

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GERMANNA COMMUNITY COLLEGE

OUTCOME ASSESSMENT PLAN

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G E R M A N N A C O M M U N I T Y C O L L E G E

OUTCOME ASSESSMENT PLAN

(Revised September 24, 1987)

APPROVED: _____
Dr. Francis S. Turnage
President

ERRATA

In September, 1987, a restructuring of college committees took place. As a result, certain committees listed in the Outcome Assessment Plan were dissolved and their assignments merged into remaining committees. The end product of the restructuring appears below.

DISSOLVED COMMITTEE	FUNCTIONS MERGED INTO
Continuing Education, Community Service, and Public Information	Curriculum
Advising and Career Assessment	Student Development
Admission, Retention, and Financial Aid	Student Development
Curriculum and Learning Resources	Curriculum
Faculty and Support Staff Affairs	Faculty Affairs

GERMANNA COMMUNITY COLLEGE
OUTCOME ASSESSMENT PLAN

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GERMANNA COMMUNITY COLLEGE

STUDENT ASSESSMENT PLAN

JUNE, 1987

0.0 INTRODUCTION:

Germanna Community College shares the view that an effective educational delivery system results from the execution of carefully developed procedures designed to satisfy a set of objectives jointly shared by faculty, support staff, administration, business and industry, and the community at large. The institution further recognizes that it exists solely for the purpose of service to its users.

Since its establishment in 1970, Germanna Community College has developed relationships with business, industry, and government within its service area. Surveys of employers and agencies served to confirm the effectiveness of the College's programs and its success in meeting the needs of its students. Similarly, surveys of graduates affirm the value of the courses offered and the effectiveness of the teaching-learning process.

The recent institutional self-study provides some insight in to why the Germanna influence is effective. The college itself is its own severest critic as well as its most ardent advocate. The capacity to evaluate itself critically, appreciating its strengths while recognizing its weaknesses, enables the institution to focus its energies on what should be while drawing strength from what is.

The plan which follows provides a basis for objective assessment of what Germanna has done and is doing while simultaneously documenting what it intends to do. Many of the objectives set forth by this plan are not new to Germanna. They reinforce policies and procedures already in place. Many of those objectives which appear new are, in most cases, a formalization of approaches and procedures currently in use. There are, however, new ideas which have only recently surfaced as a result of this effort. These new ideas reflect new challenges - challenges that will both allow and, in some cases, encourage the college to move forward in its effort to further expand its margin of excellence.

1.0 STUDENT ASSESSMENT PLAN DEVELOPMENT.

Planning is essential to provide avenues for accomplishment. In order for success to be acknowledged, there must be some basis to measure it. Usually measurement involves establishing one or more goals to identify an end toward which effort is directed. Objectives represent accomplishments which must be reached along the way toward attaining the goal(s). Benchmarks are identifiable points of progress used to plot the progress of each objective. In this plan all three ingredients are present.

1.1 MISSION STATEMENT. The goal of Germanna Community College is to satisfy a mission statement which reads

> Germanna Community College functions within the educational community to assure that all individuals in its service region are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.
>
> Germanna Community College provides leadership in determining and addressing both the needs of individuals and the economic needs of the College's service area.
>
> Occupational-technical education, transfer education, developmental studies, continuing education, and community services are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, the College shall provide a comprehensive program of student development services. (Germanna Community College 1987-88 Catalog, p.6.)

This mission statement is reviewed by the College faculty and staff and by the College Board periodically for the purpose of making changes or reaffirming it. It is the President's responsibility to initiate regular review of the mission statement for relevance to the needs of students, business and industry, government and the community. The review process is broad-based involving the appropriate standing committees and the College Board.

The President's Advisory Committee, Dean's Council, Curriculum and Learning Resources Committee, Continuing Education, Community Services, and Public Information Committee, and the Institutional Research and Planning Committee will have key roles in the review of the mission statement. Any major changes in direction will be considered by the faculty and will be subject to adoption by the

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College Board. Any changes will be governed by the policies and guidelines of the State Board for Community Colleges.

1.2 **EDUCATIONAL MASTER PLAN.** To aid in the formulation of objectives which direct the actions of the College toward the goals of its mission statement, an Educational Master Plan has been drafted. This plan directs attention to the needs of the college's service region and, through the process of addressing those needs, priorities are established.

As updates are made, with the guidance of the Institutional Research and Planning Committee, they are distributed throughout the College for faculty and staff endorsement or modification. Periodically a revised plan is submitted to the College Board through the office of the President. Upon approval of the revisions, new directions are established, resources reevaluated, actions redirected, and a new plan adopted.

1.3 **FACILITIES MASTER PLAN.** A Facilities Master Plan has not yet been established. However, the immediate need for the development of such a plan has been agreed to by the President, Institutional Research and Planning Committee, and the College Board. Priority will be given to development of a plan by October 15, 1987.

1.4 **STUDENT DEVELOPMENT PLAN.** The Institutional Research and Planning Committee has been assigned the initial responsibility for drafting this plan. Representation on the committee encompasses all areas of the College; teaching faculty, support staff, counselors, library, buildings and grounds, administration, and continuing education. A plan such as this deserves and, indeed, requires involvement of the entire institution. While all will share in the implementation of the plan, major activities have been assigned to committees with broad representation. Coordination of the plan rests with the Institutional Research and Planning Committee.

Procedurally, this committee has established the practice of disseminating all documents for which it is responsible to the college as a whole prior to formal adoption and distribution. The committee, for the purposes of this plan, has expanded its composition to include division chairmen.

Participating committees are shown in Appendix A and membership of the Institutional Research and Planning Committee is shown in Appendix B.

To facilitate the design of the plan, certain assumptions have been made.

- Faculty will endorse the plan. The timing of the request for this plan is such that faculty endendorsement will be elicted in the Fall, 1987.

- Individual divisions and programs will participate in the development, administration, and evaluation of testing and survey programs.

- Funds for the acquisition and/or production of required instruments will be available from agencies requiring the study.

Several activities will occur simultaneously. Needs assessment, ability to benefit, and remediation will require concurrent review and action. Identified steps include

- Needs assessment. A determination of the business, industry, government, recreational, social, and civic requirements within the service area.

- Ability to benefit. An evaluation of a student's intellectual and emotional capabilities in terms of college requirements.

- Remediation evaluation. An assessment of the areas in which remediation may be of benefit.

- Remediation implementation. The selection and administration of courses, methods, and materials to improve basic skills.

- Institutional value added. A determination of the worth of the educational and developmental process at the college.

- Program value added. A determination of the worth of the educational and developmental process of selected areas of study.

- Articulation agreements. The establishment of academic benefits awarded by a receiving institution for previous academic achievement.

- Plan evaluation. An assessment of the effectiveness of this plan.

Many of the required activities have already been put in place. However, a concerted effort is required to coordinate isolated events and programs into a totally integrated educational process which can be objectively evaluated in a quantifiable manner. Hence, the following sequence of events identified with the responsible person or committee is presented.

1. A needs assessment utilizing the VEDMARS computer system will be completed during the 1987-88 academic year. The Institutional Research and Planning Committee will serve as the coordinating body.

2. The Admissions, Retention, and Financial Aid Committee will conduct a study of available tests and recommend adoption of one or more which will establish a baseline for predicting success in a college program. They will work with the several programs of study to define those unique characteristics which may be required in specific programs or which can predict the the probability of success. The selected tests will be related to the outcome measuring process (see item 4 below).

3. With the assistance of the English and mathematics departments and the counseling staff, the Developmental Studies Committee will review the present placement tests and prescribe a means for measuring, in quantifiable terms, the success of recommended remedial courses.

4. The Advising and Career Assessment Committee will develop appropriate instruments for the determination of the growth and development of students as a result of completing a Germanna degree or certificate program.

5. Individual programs, in cooperation with their advisory committees, will prepare assessment criteria to evaluate the contribution of their programs to the success of their students. Surveys of employers will be used to assess students' level of preparation in terms of others employed in similar positions and to ascertain expected qualifications, i.e., standards.

6. Although a limited number of articulation agreements have been executed, the Germanna Region Vocational Council, with the assistance of appropriate faculty, will examine additional opportunities for such agree-agreements with surrounding high schools. A part of the examination process will include documenting informal agreements currently in existence. The Curriculum and Learning Resources Committee will pursue a similar objective with four-year colleges and universities.

7. The Institutional Research and Planning Committee and the Office of Institutional Research will begin the process of developing a data base which will allow more effective use of statistical information currently available and which may be developed. This process will include the identification of reports, data elements, sources, and distribution.

8. The Continuing Education and Community Services Committee will develop and implement a method of establishing quantifiable outcomes and evaluating the success of its programs.

2.0 COLLEGE MISSION AND EDUCATION PROGRAM GOALS.

2.1 OVERVIEW. The Germanna mission is not unlike those of other community colleges. It is, however, affected by certain demographic characteristics. Its geographic location provides a rural environment; yet the proximity of the I-95 corridor to the east promises continued rapid growth. In this general area the population growth rate is the highest in the state. Appendices C.1 through C.4 indicate the population trend from 1981. The penetration rate at Germanna has remained relatively constant. (See Appendices D.1 through D.6)

The extension of the Washington, D.C. overflow to the northern and eastern portions of the Germanna service region brings a rapidly expanding population accustomed to high-tech influences in the home, workplace, and school. Conversely, populations in the southern and western counties are experiencing a more deliberate growth. These two different sets of requirements support the breadth of the College's mission statement.

Germanna has succeeded relatively well in making its opportunities available. Although minority enrollments slightly trail minority populations, the increasing white population in the northern and eastern service areas seems not to have significantly disrupted the racial ratio. (See Appendicies E.1 through E.3).

Further, the college's participation in the Job Training Partnership Act and the Sex Equity program are indications of its intent to provide opportunities of varying types to all who can benefit.

Through the Continuing Education Division, off-site courses and special training programs are made relevant and convenient. Completion of selected courses generate Continuing Education Units, transcripts of which are available to employers and other interested parties, subject to Privacy Act regulations. Extensive evening offerings at local high schools or other off-campus sites accounted for approximately forty-two per cent of the total enrollment for Spring 1987. (Appendix F).

Unique courses developed specifically for business and industry, many of which are conducted at the work site, are evidence that "The college will emphasize the lifelong learning concept in the business and industrial sector." (College Master Plan p. 16.)

Few programs at the college have established goals. A notable exception is the Nursing program. Serving as a model for the entire institution, the Nursing program has developed comprehensive goals and objectives. These serve a dual role as they play a major part in the accreditation process and support state certification requirements. These comprehensive statements have enabled the Nursing Program to enter into articulation and cooperative agreements with nine medical and educational agencies.

Certain testing and licensing procedures provide feedback on

entry level preparation. Participants in Real Estate courses take the state and national examination, and Nursing graduates sit for the State Board of Nursing examination. Success rates have always been encouraging but the 100 per cent passing rate for the most recent nursing class provides Germanna with an enviable performance.

In the absence of an exit testing procedure, the viability of other programs has been determined through the use of graduate surveys and informal employer surveys. A current weakness is the lack of standards against which a student may be measured. Results of the surveys tend to portray what exists rather than what should be. Information obtained provides a status report which is highly subjective in its review and does not indicate what might have been accomplished nor what an individual's circumstances would be without the Germanna experience.

Individual faculty often monitor the occupational progress of selected students. Although this procedure tends to track the better student and is vulnerable to subjectivity, it does provide a limited means of assessing the value of certain courses and the content of selected curricula.

Students transferring to four-year institutions are verified at the time of graduation. No formal technique has been developed for tracking such students; but other institutions, especially James Madison University in particular, provide information comparing the achievement of Germanna transfers and senior institution native students. Such information is received in a generalized manner which does not allow for tracking of individual students and precludes individual program or course assessment. It is anticipated that the VCCS participation in the tracking process will be beneficial. A sample of the instrument distributed to students at graduation is included as Appendix G. Subsequent studies employ the form shown as Appendix H and are tabulated in the format of Appendix I.

Continuing Education students, those who enroll in courses to enhance their job performance or for personal satisfaction, are currently not served in terms of follow-up. Except for course evaluations, which generally do not address the issue of how well the college has satisfied their special needs, these students do not have significant input to the assessment process. The Division of Continuing Education will address this problem by publicizing specific measurable outcomes or goals for each course or activity conducted under its auspices. Comparing those outcomes or goals to student satisfaction surveys will provide needed information.

At the present time no formal exit testing is administered to verify proficiency in reading, writing, oral communication, and basic mathematical skills. However, all degree programs require completion of General Education Requirements which include degree-credit courses in composition with some provision for oral expression and mathematics appropriate to the major field of

study.

Prior to enrolling in English or mathematics courses, students are evaluated via placement tests to ensure adequate preparation to attempt a particular course. Concurrent with this evaluation is a recommendation to provide remedial courses, if any, which would assist the students in acquiring that background.

During the first week of classes students are again evaluated by course instructors to verify correct placement. In questionable cases the student and the instructor meet to discuss alternative action which would be beneficial to the student. The scheduling process allows students desiring a course change to do so with a minimum of inconvenience.

The possibility does remain that the student may have regressed to a level of competency which is lower at graduation than at the time a course was completed. This issue will be addressed by the Developmental Studies Committee.

2.2 PROGRAMS OF INSTRUCTION. The College offers a number of programs of instruction to satisfy its diverse student body. A list of those programs extracted from page nine of the current College catalog appears below.

- Occupational-Technical
- College Transfer
- General Education
- Developmental Studies
- Extended Learning Opportunities
- Special Training
- Specialized Regional and Community Services

2.3 PROGRAMS OF STUDY. Page 26 of the 1987-88 College Catalog identifies the programs of study which have been considered appropriate for the Germanna service region. Those programs are listed below for reader convenience.

- Associate of Arts and Science (AA&S)
  - Business Administration
  - Education
  - General Studies
  - Liberal Arts
  - Science
- Associate in Applied Science (AAS)
  - Accounting
  - Administrative Secretary
  - Automotive Technology

Business Management
Data Processing
Electrical/Electronics
Nursing
Police Science

- Certificate
  - Automotive Diagnosis and Tune Up
  - Business and Office Technology
  - Mechanical Drafting
  - Nursing
  - Small Business Management

- Career Studies Certificate
  - Automotive Engine Performance
  - Automotive Power Train and Chassis Specialist
  - Clerk Typist
  - Executive Secretary
  - Medical Secretary
  - Word Processor
  - Computer Information Processing
  - Business and Industrial Supervision
  - Real Estate

3.0 COMMUNITY COLLEGE PROFILE.

It is likely that the students attending Germanna are typical of those attending other community colleges. Their motives for enhancing their education are generally self-serving. Financial considerations often limit their choice of institution. For those seeking new or improved skills, convenience in terms of travel time, parking, and safety are frequent concerns. The following represent long-term observations.

3.1 OBJECTIVES. The five major educational objectives expressed by students are

- o obtain a degree or certificate
- o obtain a specific job (where knowledge is more critical than the degree or certificate although possession of the degree or certificate may be helpful)
- o enhance or acquire a skill which will be beneficial (or required) in retaining a job or securing a promotion
- o acquire a skill or knowledge to satisfy personal curiosity or to provide enjoyment
- o prepare to transfer to another institution (usually for a baccalaureate degree). The intent is often to minimize the cost of education or to demonstrate potential.

3.2 DEMOGRAPHICS. Age is no barrier at Germanna. During Spring, 1987, student ages ranged from 15 to 82. Full-time students are younger (24) than part-time students (33) with a college average of 31. Males are younger than females (30 vs. 32) and black students are younger than white students (29 vs. 32). (SIS Report REG792, 5/27/87, p.12).

As reflected in appendix J, a majority of students, at least during Spring quarter, 1987, were part-time. A total of forty-six per cent were enrolled in less than six credits and nearly sixty-six per cent were enrolled in six or fewer credits. Only twenty-two per cent were enrolled in twelve or more credits. Hence, seventy-eight per cent of the Spring enrollment was part-time. As might be expected, a majority of Germanna students was classified as evening students (53%).

3.3 GRADUATES. Germanna's graduates are representative of the number of academic programs. The number of Nursing and business related majors provide evidence of the popularity of these programs. A summary of the 1986-87 awards appears as Appendix K.

3.4 CONCLUSIONS While statistics are not conclusive, there is strong reason to believe that most students are interested in

specific courses to upgrade existing skills, learn some particular new skill, or cultivate an area of personal interest. Of the many curricula options, personal satisfaction is the single most popular choice. Business-related options are also popular serving almost one third of the student population with Management, Business Administration Transfer, and Data Processing occupying the first three places. The seemingly high attrition from freshman to sophomore status is accepted as understandable since many students taking a limited number of courses may be accurately classified by major but in reality are taking courses for job-related reasons as opposed to seeking degrees. It is believed that a significant number of these students have fulfilled their immediate objectives. (Appendix L).

Statistics that are conclusive indicate whatever the reason for attending Germanna, a majority of students are doing so on a part-time basis. Part-time enrollments have always been high. In recent years this condition has become even more common. Appendix L indicates forty-one per cent of spring attendees were unclassified as to a major field of study. The extraordinarily high level of employment in much of the Germanna service region, the type of employment, and the nature of the incoming population suggest the following observations.

- o high employment contributes to reduced full-time enrollment status
- o increased salary levels in the Washington, D.C. spill-over population reduces the impact of tuition and transportation costs
- o employers, especially those in the high-tech areas, are education conscious and are willing to provide time and cost reimbursement incentives to employees
- o the population recognizes the need to stay current through education
- o personal time is extremely valuable and in short supply
- o employment security is less critical than employment mobility.
- o the community college remains an important and popular avenue for satisfying personal interests.

4.0 ASSESSMENT METHODS AND SCHEDULE.

The items appearing under the following subheadings represent those tasks which the college believes should eventually become part of its normal educational delivery system. It would be unrealistic at this time to commit the funds and personnel necessary to accomplish all of them since those funds and personnel do not exist. Hence, a part of the assessment process will include re-examination of resource utilization with the intention of accomplishing all tasks at some future point.

4.1 EDUCATIONAL OUTCOMES TO BE EVALUATED. The outcomes to be evaluated have been grouped into six categories. Within each category are several specific outcomes which should be examined. As progress is made in this effort, it is anticipated that changes will be made. Some items may surface and be added to the list while others may lose their significance or be absorbed. Therefore, this list must be considered tentative. A matrix of assigned responsibility appears as Appendix M.

4.1.1 GOALS.

A. The mission statement will be a viable framework for the structuring of the college's instructional, community and student service, and social and recreational programs. It will be reviewed annually by the Institutional Research and Planning Committee. The committee will recommend to the President whether or not a collegewide review as described above is needed.

B. The college's Master Plan, of which the educational component has been accepted, will be reviewed annually by the Institutional Research and Planning Committee. Recommendations will be made to the College Board through the President's Office. The College Board will either amend or reaffirm the plan at which time it will become effective, subject to the policies and guidelines of the State Board for Community Colleges. The facilities component will be drafted during the 1987-88 academic year. Adoption and modification will follow the same procedure as the educational component.

C. The college's goals are identified in the Master Plan. The goals represent the specific targets for accomplishment. Each of these goals will be evaluated as (1) achieved, (2) per cent completed, or (3) not started. Various committees or individuals who may have expertise or special interest in a topic will be consulted by the Institutional

Research and Planning Committee and/or the President's Advisory Committee for input prior to evaluation and recommendations.

D. **Program goals** will be established by appropriate academic faculty. They will provide results-oriented plans of action capable of being measured. In each case an instrument and methodology using quantifiable terms whenever possible will be recommended. The choice of standardized instruments will be left to the programs. These goals will be directly related to program standards which are elaborated on later (see 4.2.1.D below).

E. The reliability and viability of this plan will be evaluated by the Institutional Research and Planning Committee. Modifications may be requested by anyone with faculty status. Accepted modifications will be distributed for general college use.

4.1.2 ACHIEVEMENT.

A. Each program involving skill acquisition will determine standards of performance in keeping with characteristics found in the field. Evaluative instruments will be constructed which will compare student accomplishment to the standards.

B. Consistency of performance will be evaluated for parity of all sections of a course, course cluster, or program. The evaluative instruments will be administered to all students enrolled in all sections of selected courses upon completion of some course, course cluster, or program. For instance, some common evaluation may be administered to all students upon completion of the first year sequence of accounting courses. Such commonality will serve as minimum requirements for a course, course cluster, or program with instructors at liberty to provide and examine materials which exceed the minimum expectation.

C. Knowledge of a particular topic, as opposed to proficiency in performance, will be evaluated in the same manner as consistency. Some common body of data or vocabulary will be established for each course, course cluster, or program and will be evaluated in quantifiable terms if possible.

D. Students admitted to Germanna with advanced standing will do so on the basis of quantifiable and documentable evidence of academic achievement assessment. Such students will have their progress monitored by the program head in the field in which advanced standing was granted for the purpose of verifying the accuracy and effectiveness of having received advanced standing.

E. The general education contribution to proficiency in basic skills will be evaluated by the Curriculum and Learning Resources Committee. Specifically, the committee will define the purpose and content of general education and then define the levels of achievement to be reached.

Addressed in this provision will be the basic core of general education courses. "One component of this core must be courses designed to develop skills in oral and written communication and in compuational skills. Components of the core must be drawn from each of the following areas; the humanities or fine arts, the social or behavioral sciences, and the natural sciences or mathematics. Because the computer is an important means of both communication and computation, institutions (Germanna) should (will) provide basic computer instruction to their students." (An Outline of College Self-Study and Assessment Elements)

Specifically, the committee will recommend courses and methods to ensure that before graduating or receiving a certificate a student has "proficiency in reading, writing, oral communication, and basic mathematical skills." (VCCS Guidelines for Student Assessment Plans). Germanna further extends these proficiencies to include computer literacy in the functions of word processing and data base management.

F. The Advising and Career Assessment Committee will assume direct responsibility for determining the adequacy of the preparation of Germanna students for their intended objectives. This global perspective is identified as the Germanna experience and will embrace such aspects as skills, social awareness, civic responsibility, and sensitivity to the world around us including environmental, economic, and cultural concerns. Evaluation

from this point of view will serve as a second or multiple evaluator of the college mission and the goals cited in the Master Plan.

4.1.3. REMEDIATION.

A. The ability to determine the need for remediation, or ability to benefit, is one of the most important outcomes to be evaluated. To address this issue the English and mathematics faculty, counselors, and the Admissions, Retention, and Financial Aid Committee will pursue the topics of diagnosing areas of deficiency and prescribing remedial measures. While not limited strictly to the subjects of English and mathematics, these three departments will play a major role in assisting with the diagnostic and prescriptive process.

B. Counselors as well as English, mathematics, and other faculty will review the current testing and validation program. The desired outcome involved is reassurance that tests presently in use are reliable and that the levels of proficiency assigned to required degree-credit courses are adequately related to those courses.

C. The same group of select individuals will ascertain whether courses now prescribed do, indeed, effectively offer the necessary background. If not, new or different course content will be prescribed.

4.1.4 CHANGE.

A. Updated curricula which reflect the most current thinking in terms of field standards and transfer policies of receiving institutions are essential to the fulfillment of the college's mission. Hence, the Curriculum and Learning Resources Committee will develop a procedure to ensure that curriculum modifications are accompanied by supporting data which provides justification based on field standards or receiving institution transfer policies.

B. Teaching methodologies are certainly not to be mandated by this plan. It is suggested that a continuing program designed to present to the faculty the most current theories involving effective teaching methods is a reasonable activity to aid in a self-study of

those methods. The Faculty and Support Staff Affairs Committee will develop such a program and provide guidance in the process of self-assessment of teaching methods.

C. "Articulation agreements for upper division study should be developed and periodically evaluated to ensure an equitable and effient transfer of students." (SACS Criteria, p. 14.). Hence, the extension of articulation agreements with high schools and four-year colleges and universities will be examined by the Curriculum and Learning Resources Committee, the Advising, Retention, and Financial Aid Committee, and appropriate faculty. Agreements with all high schools in the service region and all state-supported colleges and universities should be the desired outcome.

4.1.5. COMMUNICATION.

A. Senate Document 14 states "Recommendation 6: That state-supported colleges and universities submit annual reports of progress in developing their assessment programs..." To this end the Institutional Research and Planning Committee will ensure such communication by preparing such reports as are requested by the VCCS.

B. Students as well as faculty should be aware of expectations and requirements. All committees will provide copies of minutes and recommendations to the Dean of Instruction and Student Services who will disseminate that information as well as actions taken by the administration and College Board.

C. Tracking of high school graduates enrolled at Germanna and of Germanna graduates enrolled in four-year or other institutions will be provided by the VCCS. Information or outcomes will be made available, as appropriate, to faculty and students. This reporting will occur through the Admissions Office and through the Institutional Research Office.

D. A major outcome, the success of graduates, will be reported through the Admissions Office and the Office of Institutional Research. Because of the ambiguity of the word success non-quantifiable data may compose much of this assessment.

4.1.6. PERCEPTIONS.

A. The Continuing Education, Community Services, and Public Information Committee will design and administer assessment procedures to determine community opinions about the worth and expectations of the college. Emerging deficiencies will be matched against the college's mission and recommendations will be made to the Dean of Instruction and Student Services as to how they may be eliminated.

B. In conjunction with the needs assessment study, data obtained from employers will permit college personnel an opportunity to evaluate the importance of Germanna. The Institutional Research and Planning Committee will perform the evaluation and submit to the Dean of Instruction and Student Services its recommendations as to academic areas which appear to need attention.

C. Determining the attitudes and perceptions of prospective students is important to the marketing effort of the college. To make such determinations, the Continuing Education, Community Services, and Public Information Committee will prepare, design, and administer a survey of those students who include, but are not limited to, high school students in the service region.

D. The Continuing Education, Community Services, and Public Information Committee will conduct a survey of Germanna alumni to determine their views regarding the contribution of the Germanna experience to their success. Special emphasis will be placed on the determination of areas the college could reasonably be expected to improve.

4.2 METHODS TO DEMONSTRATE ACHIEVEMENT. The methods that will be used to demonstrate that outcomes are achieved will vary depending upon the outcome being measured. Also influencing the method will be the associated costs. Without the assurance of supplemental funds for the acquisition of standardized tests, recommendations for their use are unlikely, even when deemed most effective. However, all methods will be explored. For each of the outcomes indicated earlier a method for effecting that outcome is identified.

4.2.1 GOALS.

A. **Current Mission Statement.** Annually, a

recommendation will be made to the College Board via the President's Office by the Initutional Research and Planning and the President's Advisory Committee to modify or reaffirm the current mission statement. In the case of recommended modifications, the basis for each change will be supported by documented results of surveys, actions taken by other committees, or suggestions received by external organizations. Outcomes resulting from the College Board's actions will be communicated by the President to the college faculty and staff.

B. Current Master Plan. In the 1987-88 academic year the first facilities component of the college's Master Plan will be prepared by the Institutional Research and Planning Committee. Also during 1987-88, revisions to the educational component will be prepared. In each instance, the resulting documents will be submitted to the College Board and then to the college faculty and staff via the President's Office. Subsequent changes to the Master Plan will appear as written recommendations to the College Board routed through the President's Office.

C. Set of Priorities for the College's Goals. The Master Plan contains the college's goals. Each year the Institutional Research and Planning Committee and the President's Advisory Committee will conduct an evaluation of the progress made toward achieving each goal. For those goals not fully satisfied and for new goals established by the two committees a new priority will be specified. These goal statements will become part of the Master Plan changes submitted to the College Board.

D. Quantifiable Program Goals. Instruments will be acquired, adopted, or created by which program goals can be measured. Occupational-technical programs will generally use tests which measure proficiency levels. The administration of tests will be on a program level. General education areas will use the value-added approach and will use tests which are objective in structure and capable of providing quantifiable results. These tests will be administered on a course or course cluster basis. Since the Arts, Sciences, and Nursing Division does not organize itself in a program format, except for Nursing, program goals may consist of course goals or goals

established for course clusters.

E. Effective Student Assessment Plan. This plan will be evaluated on the basis of survey information obtained from students, recent graduates, alumni, employers, faculty, and the community at large. Findings from these surveys will be assembled by the appropriate committees with assistance from the Office of Institutional Research and submitted as part of their regular reporting process. The Institutional Research and Planning Committee will review the results of these surveys at regular intervals. Where information is inadequate, special surveys will be created. It is expected that much of the information will not be quantifiable.

4.2.2 ACHIEVEMENT.

A. Established Program Standards. Program standards as developed from surveys of business, industry, government, professions, and, in the case of transfer courses and programs, from receiving four-year institutions will be incorporated into program documentation. Individual programs will define these standards in cooperation with appropriate advisory committees based on the findings generated by the surveys. A program which is governed by program which is governed by local, state, or national licensure agencies (Nursing for example) will follow prescribed requirements.

Student accomplishment will be measured by tests which correspond directly to the specified standards. Individual programs will specify the degree to which a standard must be satisfied based on existing criteria provided by licensure agencies, if any.

B. Consistency of Performance. Programs are responsible for maintaining consistency among multiple sections of courses. Agreement as to coverage is verifiable through reference to course syllabi maintained in division offices.

C. Comparability of Subject Matter. Some courses tend to lend themselves more easily to value-added measurement. They must cover certain principles, concepts, vocabulary, or a particular body of knowledge. Common coverage of these topics sometimes may be determined more easily by testing in a non-quant-

ifiable manner. However, as tests and other evaluative instruments are prepared, every effort will be made to allow a quantifiable measurement. Considerable similarity will exist between the assessment methods of comparability and consistency.

D. Increased opportunities for Placement in Advanced Standing. Individual programs will determine which courses may be challenged for advanced standing and which may not. Additionally, for those courses which may be challenged, specific topics and competencies will be identified in a manner which allows for objective testing. In the event a test has not yet been prepared, some generally recognized test will be substituted.

E. Proficiency in Basic Skills. Basic skills are defined as reading, writing, oral communication, basic mathematical skills, and computer literacy. The Curriculum and Learning Resources Committee with advice from the Arts, Sciences, and Nursing faculty and the Data Processing faculty will select a test for evaluating the basic skill proficiency levels and establish minimum proficiency levels for students about to graduate. Students deficient in any of the basic skills will not be eligible for honors awards at graduation. This assessment will occur after a student has earned a minimum of seventy-five per cent of the required degree related courses. Students who have satisfied the basic skill competency test will not be required to retake the test even if additional degrees are completed.

F. Successful Germanna Experience. A survey of graduates will be designed by the Advising and Career Assessment Committee and administered by the Admissions Office. Included in this survey will be references to the college mission statement and appropriate goals from the Master Plan.

4.2.3 REMEDIATION.

A. Accurate Determination of the Need for Remediation. Placement tests in the area of reading, composition, arithmetic, and algebra will be administered by the Counselors.

B. Reliable Testing of Basic Skills. Counselors and appropriate faculty will pursue the area

of testing by reviewing and investigating studies and programs associated with other institutions and testing organizations. Comparisons will be made to the tests in use at Germanna and recommendations will be made as to whether tests in current use are as effective in their diagnostic capabilities as others.

C. Effective Program of Remediation. Counselors and appropriate faculty will study and assess remedial education courses in a systematic and ongoing basis. The development or modification of such courses will be the responsibility of the English and mathematics departments.

4.2.4 CHANGE.

A. Updated Curricula. The Curricula and Learning Resources Committee will establish procedures which will facilitate the modification of current curricula to reflect new standards or transfer policies. Included in this policy will be a provision which requests documentation that relates changes to newly determined standards and transfer policies.

B. Effective Teaching Methodologies. Development programs designed to promote the most current theories to promote effective teaching methods will be organized by the Faculty and Support Staff Affairs Committee. Attendance and participation will be voluntary.

C. Expanded Articulation Agreements. Direct contact will be made with high schools in this service region and four-year institutions to which a high percentage of Germanna students transfer. The Germanna Region Vocational Council, the Curriculum and Learning Resources Committee, Admission, Retention, and Financial Aid Committee, and appropriate faculty will pursue this avenue to increase and/or expand articulation agreements between Germanna Community College and other institutions.

4.2.5 COMMUNICATION.

A. Improved Communication with VCCS. Progress reports will be prepared by the Institutional Research and Planning Committee as requested by VCCS.

B. **Improved Communication with Students and Faculty.** Through the office of the Dean of Instruction and Student Services, students and faculty will be kept informed of actions taken. It is believed more effective communication will promote understanding and participation in this plan.

C. **Tracking Systems for High School and Germanna Graduates.** Although this topic will be addressed by VCCS, it is considered an especially important part of outcome assessment. Increased service to potential students is believed to be the ultimate objective of this activity. Additionally, faculty and staff interest is expected to increase as a result of this information being provided by the Admissions Office and distributed through the Institutional Research Office.

D. **Success of Graduates.** This major outcome will be determined by the Advising and Career Assessment Committee with the assistance of the Admissions Office as a result of surveys of graduates at specified time intervals. Some information will be nonquantifiable since certain subjective evaluations will be made. The information derived will be formatted and presented through the Institutional Research Office.

4.3 CATEGORIES OF STUDENTS TO BE ASSESSED. Students may be categorized in many ways. The VCCS Guidelines for Student Assessment do not specify what categories should be used. The two most frequently used categories are full-time and part-time students using twelve quarter hours as the decision. Further, there may be males vs. females, county of residence, age ranges, degree vs. certificate, and major.

The Germanna plan calls for assessing selected characteristics based upon the following student standings.

FULL-TIME STUDENTS

- ability to benefit
- interest survey
- basic skills proficiency - reading, writing, arithmetic, algebra
- general education benefits
- computer literacy

- o program goals
- o course evaluations

PART-TIME STUDENTS

- o Interest
- o basic skills

ALL STUDENTS ABOUT TO GRADUATE

- o general education
- o basic skill accomplishment - reading, writing, computation, computer literacy
- o future academic intentions

DEVELOPMENTAL STUDENTS

- o basic skills improvement resulting from developmental courses
- o success in courses for which developmental courses were recommended

ALUMNI

- o the Germanna experience

NONRETURNING STUDENTS

- o why they did not return (random sample)

Additional breakdowns by categories of types of students can be made after data has been collected. Since the objective is to evaluate the institution, student responses can be grouped and reported by selected types of students after the administration of tests or surveys. Separate instruments and administration dates will not be necessary to acquire this data. Unique questions applicable only to certain categories of students can be accommodated in special sections of a common instrument.

Special assessments will be made for selected groupings of students upon request. For instance, developmental students will be closely monitored. They will be tested frequently, i.e., at the close of each remedial course and upon completion of the degree-credit-course(s) for which remediation was considered appropriate.

4.4 SCHEDULE FOR ASSESSING STUDENTS.

AT ENTRANCE

- Ability to benefit - all full-time students
- Interest survey - all full-time and any part-time students upon request
- Reading
- Writing
- Arithmetic
- Algebra

(Reading, Writing, Arithmetic, Algebra: all full-time students and those part-time students indicating an intent to pursue a degree or certificate program)

INTERIM

- Program goals - all students
- Course evaluations - all students

AT EXIT

- General education - all students prior to graduation
- Reading "
- Writing "
- Computation "
- Computer literacy "
- Intention "

POST GRADUATION

- Germanna Experience - all graduates
- Alumni survey - all graduates

OTHER

- Germanna Experience - random sample of non-returning students
- Variation of alumni survey - random sample of nongraduating students

- Remediation progress - all students in remediation courses and all students completing degree-credit-courses for which remediation

5.0 ASSESSMENT PLAN INTEGRATION.

5.1 OVERVIEW. There will be several facets to the process of reporting to students and faculty the results of tests and surveys. It is recognized that without such information much of the potential value could be lost. It is also recognized that faculty, administrative personnel, counselors, librarians, and the College Board will have an interest in results and findings. However, not all entities will be interested to the same degree in every area. Therefore, some results may be disseminated in one manner while other results may appear in a different manner.

5.2 ACCESSIBILITY OF DATA. There will be one central repository for research data to contain all results which may be referred to by appropriate persons. At the present time that location will be the Institutional Research Office. However, space is a major consideration and the ability to retain such material over an extended time may be short lived. The Dean of Instruction and Student Services will make a final determination as to the storage maintenance of all results and establish guidelines for access.

Summarized findings regarding testing of new students will appear in the college catalog. Also appearing in the catalog will be appropriate comments regarding surveys of alumni and employers. The agent responsible for catalog insertions will be the College's Public Information Officer who will receive specific topics from the Dean of Instruction and Student Services. A similar approach will apply to program brochures.

A summary of activities and changes will be incorporated in a college annual report. This report will be distributed to the college at large. Committee actions will be disseminated as part of the minutes of the committee's meeting. As a result, all teaching faculty, administrators, counselors, librarian, and other college personnel will be informed of all actions as early as possible and afforded the opportunity to comment.

Items of particular importance, such as policy changes or major curriculum revisions, will be presented to the faculty at regular or called meetings. At the discretion of the Dean of Instruction and Student Services appropriate items may be submitted to the faculty for discussion and recommendations.

5.3 TIMEFRAME. Germanna clearly recognizes the enormity of this plan. It also recognizes dthat not all aspects can be accomplished within the first year. For these reasons a timeframe for progressive involvement has been prepared. This timeframe begins with a period of organization followed by a series of program studies, each addressing a new set of target areas.

The VCCS uses a five-part curricula structure for Germanna programs; college transfer, business, engineering and industrial, health, and public service. Therefore, examining curricula in five-year cycles seems appropriate. It also seems appropriate to

use the current 1987-88 academic year to organize efforts and to assess economic and student environments. Following this approach, assessment of academic programs will commence in 1988-89. Specific assignments are

1987-88 DESIGN THE ASSESSMENT PROCESS
- Master Plan
- Needs Assessment

1988-89 ACADEMIC PHASE I
- Developmental/Remediation
- Unclassified and Noncredit
- Community Perception

1989-90 ACADEMIC PHASE II
- Business
- Articulation Agreements

1990-91 ACADEMIC PHASE III
- Engineering and Industrial
- Public Service

1991-92 ACADEMIC PHASE IV
- Health Technology
- Plan Effectiveness

1992-93 ACADEMIC PHASE V
- General Education
- Basic Skills

1993-94 Repeat Phase I

5.4 ACTIVITY SCHEDULES. The several tasks which must be performed to accomplish the objectives may be categorized under five unique titles; (1) Assessment, (2) Process, (3) Test Selection and Development, (4) Test Administration, and (5) surveys. The titles refer to a cluster of similar tasks, most of which will have to be completed for each academic phase. The 1987-88 year will be the exception year since emphasis will be placed on organization and design.

The assessment cluster includes the tasks of definition, determination, and evaluation. Within this cluster vocabulary is defined, desired outcomes determined, and the measurement methodologies evaluated. The second cluster, process, is devoted to prescribing the procedures to be followed and the actions to be taken.

Testing involves two clusters; selection and development, and administration. Cluster three, test selection and development, involves reviewing available tests, selecting those which offer the most reliable measurment within cost limitations, and the preparation of in-house tests when other possibilities are exhausted. Test administration involves specifying which students are to be tested; when, where, and how testing will occur, how

the tests will be scored and interpreted; and communicatng the implications of the test results or findings.

The final cluster, surveys, covers the construction of instruments, selection of the population, conducting field tests, distribution, collection, analysis, and communication of the findings.

The specific activities for the 1987-88 year appear in Appendix N while activities for later academic phases appear in Appendix O.

5.5 ACTIVITY DEFINITION Activities for 1987-88 will be different from those of succeeding years. During 1987-88 efforts will be directed toward 23 different activities. Listed below is each activity(A), the responsible committee(C), and a brief statement of the objective(O).

ASSESSMENT

1. (A) Evaluate Master Plan
   (C) Institutional Research and Planning
   (O) Determine if the College Master Plan remains consistent with the mission statement and recommend appropriate changes to the President.

****

* 2. (A) Define General Education
* DEFER (C) Curriculum
* (O) Describe the purpose, content, and implementation process for the general education component of each curriculum.

****

3. (A) Define Remediation
   (C) Admission, Retention, and Financial Aid; Counselors; mathematics and English faculty
   (O) Identify the areas requiring remediation and prescribe, with justification, thresholds for (each applicable nonremedial course) English and mathematics competencies.

4. (A) Evaluate Developmental Success
   (C) Developmental Studies, Counselors, and mathematics and English faculty
   (O) Establish quantifiable criteria, review tests and testing methods, and determine the effectiveness of remedial/developmental programs.

****

* 5. (A) Define Institutional Value Added
* DEFER (C) Advising and Career Assessment
* (O) Establish criteria which may be applied to courses and programs to determine the worth of the educational and developmental process.

****

6. (A) Evaluate Assessment Plan
(C) Institutional Research and Planning
(O) Determine the criteria and methodology to assess the effectiveness of this plan.

PROCESS

7. (A) Student Assessment Plan
(C) Institutional Research and Planning
(O) Complete the documentation of the Germanna Student Assessment Plan.

8. (A) Information Dissemination
(C) (Dean of Instruction and Student Services) President and Institutional Research Officer
(O) Create and implement a procedure which ensures effective communication regarding the institutional assessment plan with all components of the college and the VCCS.

9. (A) Faculty Endorsement
(C) Dean of Instruction and Student Services
(O) (Ensure) elicit and obtain faculty support for this plan.

10. (A) Curriculum Modification
(C) Curriculum and Learning Resources
(O) Develop a procedure to ensure curriculum modifications are accompanied by justification based on field standards or receiving institution transfer policies.

11. (A) Establish a Data Base
(C) Institutional Research and Planning
(O) Identify required reports and prepare a formalized reporting schedule.

12. (A) 1988 Report to VCCS
(C) Institutional Research and Planning
(O) Prepare a progress report on this plan.

TEST SELECTION AND DEVELOPMENT

13. (A) Entrance Assessment Test
(C) Admissions, Retention, and Financial Aid
(O) Review existing tests and submit a recommendation of one or more tests which can most accurately predict success in college-level work as well as detect areas of weakness.

****

* 14. (A) Basic Skill Retention
* DEFER (C) Developmental Studies
* (O) Establish levels of proficiency in basic
* skills (including computer literacy) required

for graduation and prescribe a means for measuring achievement of those levels.

15. (A) Consistency
(C) Curriculum Programs
(O) (Establish criteria) Develop course syllabi and course outlines which will ensure that all course sections contain comparable content.

TEST ADMINISTRATION

16. (A) Entrance Assessment Testing
(C) Admissions, Retention, and Financial Aid
(O) Prescribe the population to be tested; when and how tests will be administered; and how they will be scored, interpreted, and communicated.

17. (A) Basic Skill Retention
DEFER (C) Developmental Studies
(O) Prescribe the population to be tested; when and how tests will be administered; and how they will be scored, interpreted, and communicated.

18. (A) Consistency
DEFER (C) Curriculum Programs
(O) Prescribe the population to be tested; when and how tests will be administered; and how they will be scored, interpreted, and communicated.

SURVEYS

19. (A) Needs Assessment
(C) Institutional Research and Planning
(O) Determine the kinds of programs viewed necessary by business, industry, government, and other employers in the service region.

20. (A) Employer Satisfaction
(C) Institutional Research and Planning
(O) Determine the importance of Germanna Community College to employers and the level of preparation of its students as compared to other students in programs to be studied next year.

21. (A) Community Opinion
(C) Continuing Education Director and Institutional Research Committee
(O) Determine the worth and expectations of Germanna Community College as viewed by the community(, including prospective students in programs to be studied next year).

22. (A) Graduates (1-5 years)
(C) Admissions and Career Assessment
(O) Determine the value of a Germanna degree or certificate and the contribution of the Germanna experience in programs to be studied next year.

23. (A) Alumni (over 5 years)
(C) Continuing Education Director and Student Development
(O) Determine the value of the Germanna experience and future expectations of prior students (may include non-graduates) in programs to be studied next year.

Upon completion of the 1987-88 year a five year cycle of activities will begin. In each of these years a part of the assessment activities will focus on the programs selected for the current year while another part will focus on the programs to be assessed in the upcoming year.

The activities associated with the academic phases follow.

ASSESSMENT

1. (A) Program Standards
(C) Curriculum Programs
(O) Ascertain field standards applicable to each course or course cluster and establish proficiency levels.

2. (A) Institution Value Added
(C) Advising and Career Assessment
(O) Determine the worth of the educational process.

3. (A) Resource Utilization
(C) President's Advisory
(O) Evaluate the allocation of resources in terms of student needs and program priority.

4. (A) Assessment Plan
(C) Institutional Research and Planning
(O) Evaluate the assessment plan and submit recommendations.

5. (A) Master Plan
(C) Institutional Research and Planning
(O) Evaluate the College Master Plan and submit recommendations.

PROCESS

6. (A) Articulation Agreements
(C) Germanna Region Vocational Council

(O) Document all formal and informal articulation agreements while pursuing additional upward and downward agreements.

7. (A) Advanced Standing
(C) Curriculum Programs
(O) Document the applicable courses and the procedures necessary to achieve advanced standing (includes selection of tests, if appropriate).

8. (A) VCCS Report
(C) Institutional Research and Planning
(O) Prepare the annual report for VCCS.

TEST SELECTION

9. (A) Program Goals
(C) Curriculum Programs
(O) Establish measurable goals and select or design instruments which will measure the progress towards those goals.

10. (A) Program Standards
(C) Curriculum Programs
(O) Select or design tests which will measure student proficiency in terms of field standards.

11. (A) Common Body of Knowledge
(C) Curriculum Programs/Faculty
(O) Establish common bodies of knowledge for each course or course cluster not subject to field standards and select or design instruments to measure mastery.

12. (A) Consistency
(C) Curriculum Programs
(O) Select or design instruments which will verify all sections of a course contains an adequate common core.

TEST ADMINISTRATION

13. (A) Entrance
(C) Admissions, Retention, & Financial Aid
(O) Determine appropriate population, prescribe procedures for administering, scoring and interpreting the test, and for communicating the results.

14. (A) Remediation
(C) Admissions, Retention, & Financial Aid, Counselors, mathematics and English faculty
(O) Determine appropriate population, prescribe

procedures for administering, scoring and interpreting the test, and for communicating the results.

15. (A) Basic Skills Retention
(C) Developmental Studies
(O) Determine appropriate population, prescribe procedures for administering, scoring and interpreting the test, and for communicating the results.

16. (A) Program Goals
(C) Curriculum Programs
(O) Determine appropriate population, prescribe procedures for administering, scoring and interpreting the test, and for communicating the results.

17. (A) Program Standards
(C) Curriculum Programs
(O) Determine appropriate population, prescribe procedures for administering, scoring and interpreting the test, and for communicating the results.

18. (A) Common Body of Knowledge
(C) Curriculum Programs
(O) Determine appropriate population, prescribe procedures for administering, scoring and interpreting the test, and for communicating the results.

19. (A) Consistency
(C) Curriculum Programs
(O) Determine appropriate population, prescribe procedures for administering, scoring and interpreting the test, and for communicating the results.

SURVEYS

20. (A) Program Standards
(C) Curriculum Programs
(O) Design and conduct survey to determine field standards of program under study. (Next year).

21. (A) Employer Satisfaction
(C) Institutional Research and Planning
(O) Design and conduct survey to determine satisfaction with program under study. (Next year).

22. (A) Graduates (1-5 years)
(C) Advising and Career Assessment
(O) Conduct study to determine satisfaction with program under study. (Next year).

23. (A) Alumni (over 5 years)
(C) Continuing Education
(O) Conduct study to determine satisfaction with program under study. (Next year).

5.6 **IMPLEMENTATION** Implementation of program changes will occur after such changes have been considered by the Curriculum and Learning Resources Committee. Supporting data may be requested of the various committees which have reviewed studies and proposed changes. In situations where more information is considered necessary, the Curriculum and Learning Resources Committee may request certain committees to perform further study or conduct specific investigations and to prepare recommendations for its consideration. This committee remains the principal thrust for curriculum improvement.

6.0 ASSESSMENT PLAN EVALUATION.

Two committees will review this assessment plan; Institutional Research and Planning and the President's Advisory Committee. In addition to their own observations, they will solicit recommendations from the committees assigned responsibility for segments of the plan. Indicators such as exit proficiency tests and surveys of graduates, alumni, employers, and the community will be reviewed to detect changes in outcome levels. The Institutional Research and Planning Committee will provide the initial review and recommendations to the President's Advisory Committee which will conduct a secondary review and prepare final recommendations for adoption.

The plan's overall evaluation will be conducted on an annual basis unless major deficiencies need attention more promptly. Two major concerns to be addressed are cost and results. Each committee will submit an annual report of progress which will include the approximate number of hours devoted to the consideration and implementation of its role in this plan and the costs incurred in the administration of the plan.

APPENDIX A

INSTITUTIONAL INVOLVEMENT

COORDINATING COMMITTEE:

Institutional Research and Planning

SUPPORTING COMMITTEES:

Advising and Career Assessment

Admissions, Retention, and Financial Aid

College Board

Continuing Education, Community Service, and Public Information

Curriculum and Learning Resources

Developmental Studies

Faculty and Support Staff Affairs

Germanna Community College Region Vocational Council

President's Advisory Committee

SUPPORTING OFFICES:

Academic Programs (Departments)

Admissions and Records

Continuing Education

Counseling

Data Processing

Institutional Research

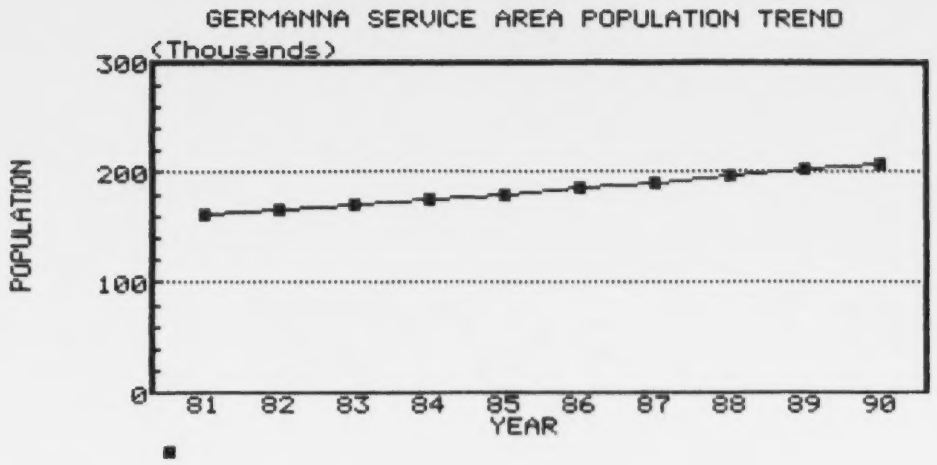
APPENDIX B

INSTITUTIONAL RESEARCH AND PLANNING

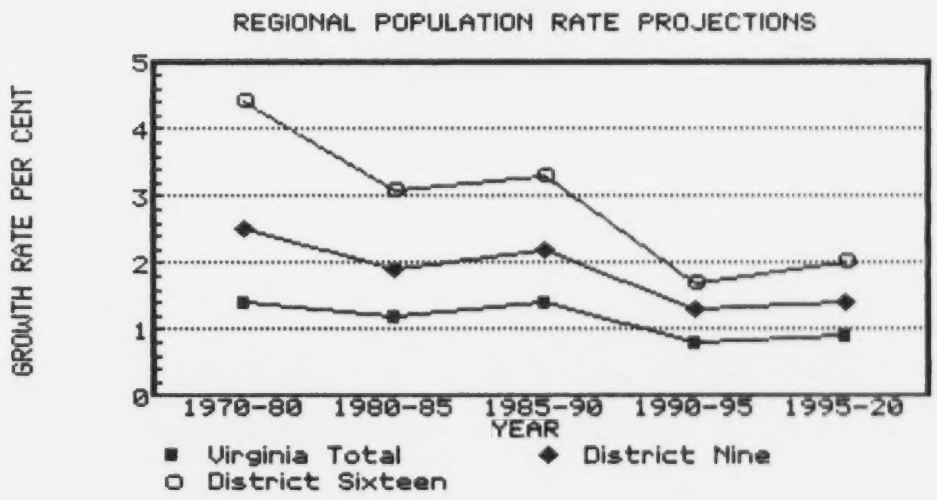
Committee Members

Rosemary Blankenship	Library Assistant
Gilbert Coleman	Division Chairperson, Arts, Science, and Nursing
David Fama	Associate Professor of Mathematics
Audrey Jordan	Coordinator of Counselor Service
Sheila Larson	Public Information Officer
Russell Lloyd, Jr.	Division Chairperson, Business and Technology
James Nulanz	Supervisor of Buildings and Grounds
Richard Pye	Purchasing
Jackson Sasser	Dean of Instruction and Student Services
Patricia Shrader	Director, Continuing Education
Gerald Slusser	Associate Professor of Business Management
Joel Tate	Professor of Social Science
Howard Ward (Chairman)	Institutional Research

APPENDIX C.1



APPENDIX C.2



APPENDIX C.3

GERMANNA SERVICE REGION
POPULATION PROJECTIONS 1981-1990

	COUNTY (Service Area)									
Year	Car	Cul	Fau	Fred	K G	Mad	Org	Spot	Staf	Total
1981	9097	22995	18392	15326	5367	10323	18399	36379	41951	178229
1982	9239	23347	18794	15364	5454	10405	18707	38043	43280	182633
1983	9399	23739	19222	15452	5548	10496	19043	39798	44746	187443
1984	9573	24174	19694	15551	5652	10611	19419	41631	46284	192589
1985	9760	24595	20183	15634	5758	10803	19751	43534	47934	197952
1986	9951	25032	20713	15703	5899	10955	20170	45604	49677	203704
1987	10146	25480	21268	15773	6042	11108	20606	47748	51497	209668
1988	10344	25943	21848	15846	6195	11269	21063	49968	53390	215866
1989	10549	26423	22460	15917	6351	11432	21534	52268	55365	222299
1990	10750	26900	23050	16000	6500	11600	22000	54500	57300	228600
	10.14%	9.37%	14.21%	2.34%	12.89%	7.38%	11.39%	25.19%	19.54%	15.48%

Percent Increase 1990 over 1985

Source: VCCS Population Projections (received 10-31-86)

APPENDIX C.4

REGIONAL POPULATION RATE PROJECTIONS

DISTRICT	1970-80	80-85	85-90	90-95	95-2000
Virginia Total	1.40	1.20	1.40	0.80	0.90
District Nine	2.50	1.90	2.20	1.30	1.40
District Sixteen	4.40	3.10	3.30	1.70	2.00

Source: Virginia Population Projections 2000, October, 1986

SERVICE AREA POPULATION 1981 - 1987 APPENDIX D.1

COUNTY	1981	1982	1983	1984	1985	1986	1987
Caroline *	9097	9239	9399	9573	9760	9951	10146
Culpeper	22995	23347	23739	24174	24595	25032	25480
Fauquier *	18392	18794	19222	19694	20183	20713	21268
Fredericksburg	15326	15364	15452	15551	15634	15703	15773
King George *	5367	5454	5548	5652	5758	5899	6042
Madison	10323	10405	10496	10611	10803	10955	11108
Orange	18399	18707	19043	19419	19751	20170	20606
Spotsylvania	36379	38043	39798	41631	43534	45604	47748
Stafford	41951	43280	44746	46284	47934	49677	51497
Total	178229	182633	187443	192589	197952	203704	209668

SERVICE AREA ENROLLMENT 1981 - 1986 APPENDIX D.2

COUNTY	1981	1982	1983	1984	1985	1986
Caroline *		26	31	28	24	46
Culpeper		307	388	300	312	361
Fauquier *		45	49	30	75	62
Fredericksburg		312	323	290	273	408
King George *		92	76	76	82	115
Madison		37	51	67	52	63
Orange		237	217	167	142	217
Spotsylvania		339	479	465	455	504
Stafford		192	234	263	239	343
Total	1596	1587	1848	1686	1654	2119

PENETRATION RATES APPENDIX D.3

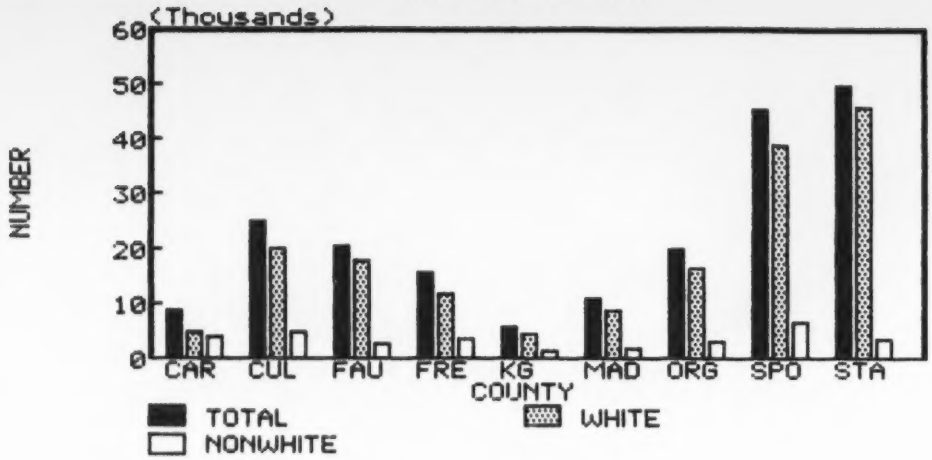
COUNTY	1981	1982	1983	1984	1985	1986
Caroline		0.28%	0.33%	0.29%	0.25%	0.46%
Culpeper		1.31%	1.63%	1.24%	1.27%	1.44%
Fauquier		0.24%	0.25%	0.15%	0.37%	0.30%
Fredericksburg		2.03%	2.09%	1.86%	1.75%	2.60%
King George		1.69%	1.37%	1.34%	1.42%	1.95%
Madison		0.36%	0.49%	0.63%	0.48%	0.58%
Orange		1.27%	1.14%	0.86%	0.72%	1.08%
Spotsylvania		0.89%	1.20%	1.12%	1.05%	1.11%
Stafford		0.44%	0.52%	0.57%	0.50%	0.69%
Total	0.90%	0.87%	0.99%	0.88%	0.84%	1.04%

Source: VCCS Population Projections (received 10-31-86)
SIS Report 650 Fall 1986

* Counties shared with other community colleges

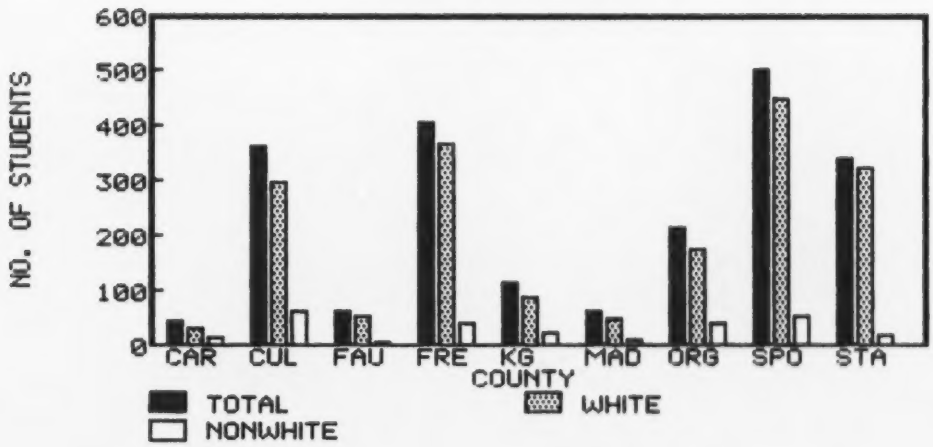
APPENDIX D.4

1986 POPULATION



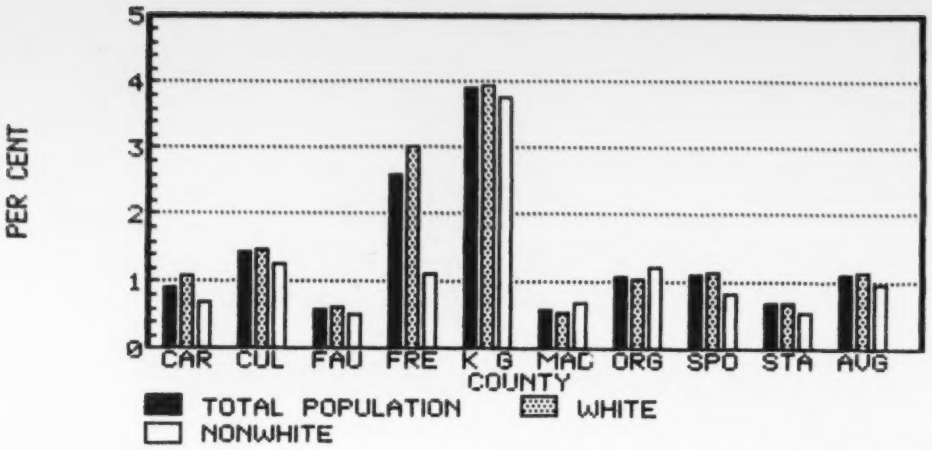
APPENDIX D.5

1986 FALL ENROLLMENT



APPENDIX D.6

PENETRATION RATES - 1986



APPENDIX E

SERVICE AREA NONWHITE POPULATION 1981 - 1986 APPENDIX E.1

COUNTY	1981	1982	1983	1984	1985	1986
CAROLINE *	3969	3964	3966	3975	3989	4007
CULPEPER	4796	4813	4831	4865	4886	4903
FAUQUIER *	2893	2860	2828	2804	2788	1394
FREDERICKSBURG	3269	3314	3381	3446	3514	3591
KING GEORGE *	1260	1271	1279	1293	1301	1323
MADISON	1848	1841	1830	1829	1837	1846
ORANGE	3290	3297	3308	3329	3344	3383
SPOTSYLVANIA	5583	5742	5925	6133	6339	6536
STAFFORD	3401	3450	3520	3591	3680	3779
TOTAL	30309	30552	30868	31265	31678	30762

SERVICE AREA NONWHITE ENROLLMENT 1982 - 1986 APPENDIX E.2

COUNTY	1981	1982	1983	1984	1985	1986
CAROLINE *		7	3	5	9	14
CULPEPER		34	38	37	34	62
FAUQUIER *		3	1	0	2	7
FREDERICKSBURG		43	39	27	39	41
KING GEORGE *		12	14	7	8	25
MADISON		4	3	9	1	13
ORANGE		19	17	10	14	42
SPOTSYLVANIA		34	36	48	47	54
STAFFORD		13	9	14	10	21
TOTAL		169	160	157	164	279

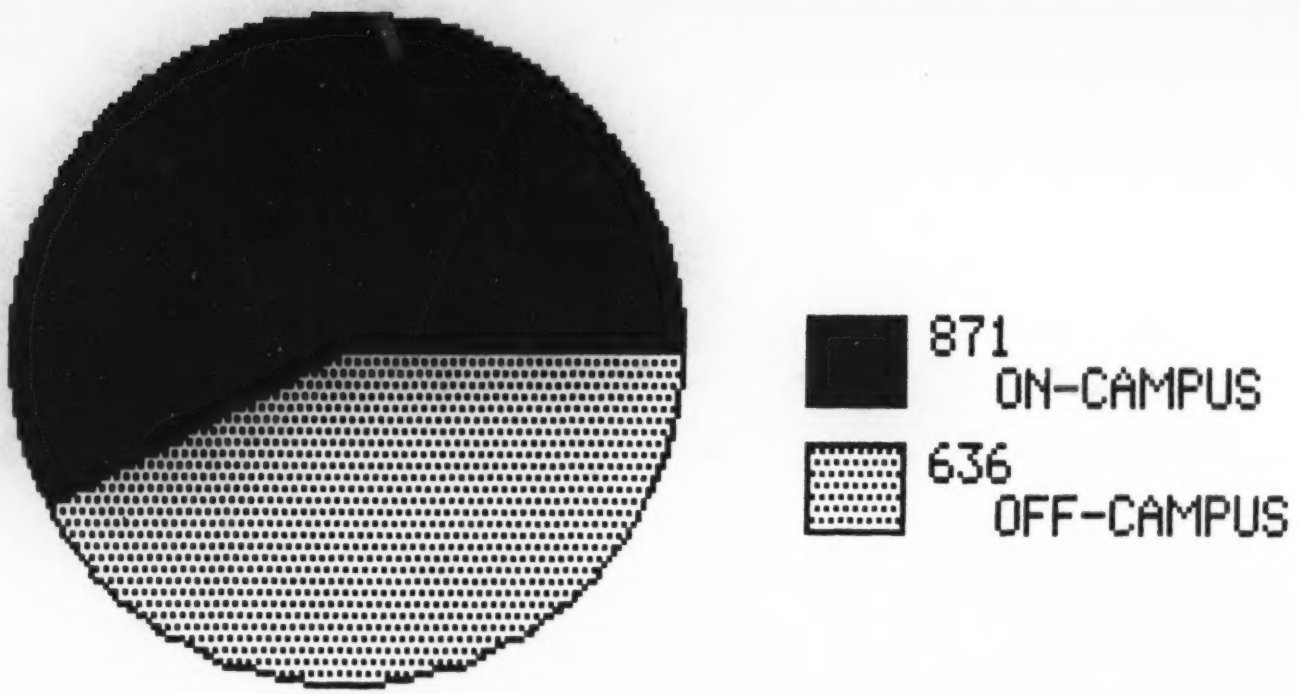
PENETRATION RATES FOR NONWHITES APPENDIX E.3

CAROLINE *	0.18%	0.08%	0.13%	0.23%	0.35%
CULPEPER	0.71%	0.79%	0.76%	0.70%	1.26%
FAUQUIER *	0.10%	0.04%	0.00%	0.07%	0.50%
FREDERICKSBURG	1.30%	1.15%	0.78%	1.11%	1.14%
KING GEORGE *	0.94%	1.09%	0.54%	0.61%	1.89%
MADISON	0.22%	0.16%	0.49%	0.05%	0.70%
ORANGE	0.58%	0.51%	0.30%	0.42%	1.24%
SPOTSYLVANIA	0.59%	0.61%	0.78%	0.74%	0.83%
STAFFORD	0.38%	0.26%	0.39%	0.27%	0.56%
TOTAL	0.55%	0.52%	0.50%	0.52%	0.91%

Source: VCCS Population Projections (received 10-31-86)
SIS Report 650 Fall 1986

* Counties shared with another community college.

ON-CAMPUS VS. OFF-CAMPUS ENROLLMENT



APPENDIX F

APPENDIX G

PRE-GRADUATION SURVEY

NAME: _____
(Last) (First) (M.I.) (Maiden)

CURRENT ADDRESS: _____

_____ ZIP _____

TELEPHONE NO. (Home): _____ (Work): _____

DATE OF GRADUATION: _____

CURRICULUM: _____

PLANNED EMPLOYMENT:

COMPANY: _____

ADDRESS: _____

_____ ZIP _____

YOUR POSITION (If Employed): _____

Is your job position related to your Germanna education? _____

Salary Per Year (Optional): _____

PLANNED TRANSFER EDUCATION

COLLEGE: _____ MAJOR: _____

OR if you are not employed or continuing your education, what are you going to

_____

_____

_____

Did Germanna prepare you for your present job, schooling, etc? _____

COMMENTS: _____

_____

_____

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

Social Security Number or Student ID ☐☐☐☐☐☐☐☐☐ (1-9)

1. EMPLOYMENT STATUS (Check One) (Column 10)

_____(1) Military Service Full-time
_____(2) Employed Full-time (Includes all employment, even if below your qualifications; does not include full-time military servic
_____(3) Employed Part-time (Includes all employment, even if below your qualifications; does not include military service)
_____(4) Unemployed (Not employed, but actively seeking employment)
_____(5) Not in Labor Force (Not employed and not seeking employment because of choice, illness, full-time student status, retiremer pregnancy, or other such reason)

2. EDUCATION STATUS (Check One) (Column 11)

_____(1) Currently attending school Full-time
_____(2) Currently attending school Part-time
_____(3) Not currently attending school

NOTE: If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items.

3. Please provide the following information on your present job:

Name of Company or Firm (If self-employed, please write self).

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (12-30)

Company or Firm Mailing Address

☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (31-44)

City ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (45-58)

State ☐☐ (59-60)

Zip Code ☐☐☐☐☐ (61-65)

4. PRESENT JOB INFORMATION:

Job Title _____ (66-67

5. Is this job related to your field of vocational training? (Column 68)

_____(1) Yes, it is directly or closely related.
_____(2) No, it is only remotely related or is not related at all.

6. What is your current annual gross salary before deductions? (Do not includ

$_____ (69-73)

7. The salary in item #6 above is based on how many hours per week employment?

_____ hours per week (74-75)

APPENDIX I

Curriculum	No. of Graduates	No. of Responses	Employed Full/Part	Enrolled In School
Business Administration	18	13	4	9
Education	7	6	0	5
Science	4	3	0	3
General Studies	6	4	1	3
Accounting	3	2	2	0
Automotive	2	1	0	1
Business Management	24	17	15	2
Data Processing	10	3	2	1
Electronics	10	6	6	0
Nursing	18	13	13	0
Police Science	11	4	2	1
Secretarial Science	3	1	1	0

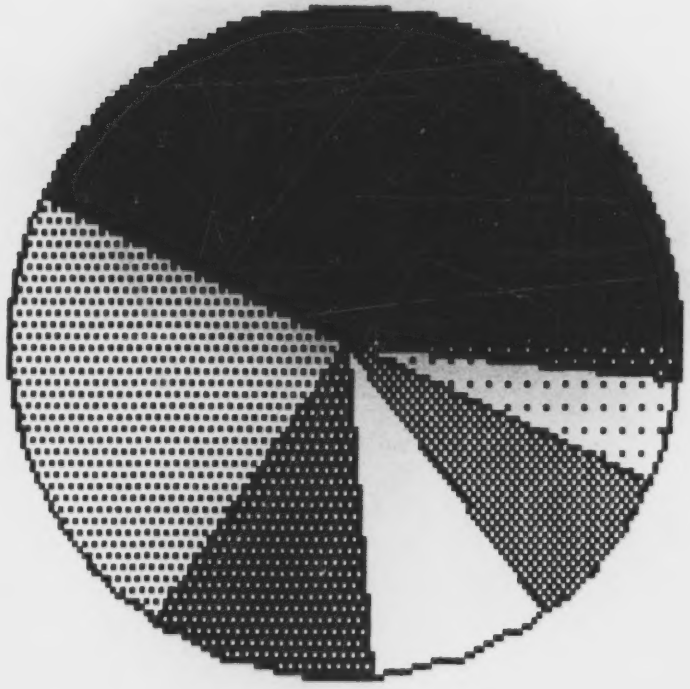
An average of salaries for those employed one year after graduation is $22,241.

Some employers of our 1986 graduates are:

Commonwealth of Virginia
Virginia State Police
Self-employed
The BDM Corporation
Doubleday Manufacturing Company
Lake of the Woods Utility Company
EG&G Wasc, Inc. (Engineering Firm)
Real Estate Firms
Virginia Power
Kaeser Compressors, Inc.
Retail Stores
Unisys Corporation
Cooper Industries
Culpeper Baptist Church
William Byrd Press
Plessey, Inc.
USAISC-MTMC
Evaluation Research Corporation
Town of Culpeper
Culpeper School Systems
Hospitals
Astron Corporation (Engineering Firm)
Hazel Industrial
Pace Associates
Trinity Plastics

ENROLLED CREDITS - SPRING 1987

NUMBER OF CREDITS



656
3 OR LESS

345
4-6

163
13-15

138
10-12

121
7-9

78
16-18

24
OVER 18

TOTAL NUMBER OF STUDENT
1525

APPENDIX K

GRADUATES BY CURRICULUM

CURRICULUM	CODE	NUMBER
COLLEGE TRANSFER		
BUSINESS ADMINISTRATION	216	7
EDUCATION	624	6
GENERAL STUDIES	697	16
LIBERAL ARTS	650	1
SCIENCE	881	5
SUBTOTAL		35
AAS		
ACCOUNTING	203	1
AUTOMOTIVE	909	3
BANKING/FINANCE	211	2
DATA PROCESSING	209	10
ELECTRONICS	981	9
MANAGEMENT	212	14
NURSING	156	40
POLICE SCIENCE	464	5
SEC SCIENCE	276	2
SUBTOTAL		86
DIP/CERT		
CLERICAL STUDIES	218	4
TOTAL		125

APPENDIX L

ENROLLMENT BY CURRICULUM
SPRING 1987

NOTE: EXCLUDES AUDITS, SENIOR CITIZENS, AND ADMINISTRATIVE ADDS

CURRICULUM	TOTAL	TRANSFER FRESH	TRANSFER SOPH	AAS FRESH	AAS SOPH	CERT	UNCL	DEVEL
Personal Satisfaction	520						520	
Management	145			114	30			1
Business Administration	141	100	39					2
Data Processing	120			96	22			2
General Studies	98	69	25					4
Education	66	42	21					3
Nursing	59			14	45			
Electronics	54			41	11			2
Accounting	52			47	5			
Police Science	51			36	14			1
Science	42	27	14					1
Non Degree Transfer	30						30	
Pending Curr. Approval	29						29	
Automotive	18			10	7			1
Liberal Arts	13	9	4					
Restricted Enrollment	11						11	
High School Student	11						11	
Clerical Studies	8					8		
Secretarial Science	8			6	2			
Small Business Management	7					7		
Develop Job Skills	7						7	
Banking and Finance	6			4	2			
Transient Student	4						4	
Career Exploration	3						3	
Drafting	1							1
Automotive Tune-Up	1					1		
Upgrading Employ. Skills	1						1	
TOTAL	1506	247	103	368	138	16	616	18

Source: SIS Report REG630 5/28/87

Task Responsibility
Student Outcome Assessment Plan
June 1987

APPENDIX N

R = RESPONSIBILITY
A = ASSISTANCE

	Assignment																	
Outcome Task	IR	PA	AR	CO	EM	AC	DP	CL	SF	CE	FS	DI	VC	AO	CB	PI	DE	RV
Master Plan Objectives	R														R			
Write Facilities M. Plan	R																	
Eval. Assessment Plan	R	A																
Conduct Needs Assessment	R																	
Entrance Testing			R		A													
Validate Placement Tests				A	A	A											R	
Eval. Gersanna Experience	A					R								A				
Eval. Program Contrib.							R											
Expand Articulation						A			A									R
Develop Data Base	R																	
Eval. Cont. Educ. Success										R								
Eval. Program Goals							R											
Eval. Cont. Educ. Goals										R								
Update Mission Statement	A	R													R			
Establish Standards							R											
Eval. General Education								R										
Eval. Remedial Program				A	A				A								R	
Initiate Curr. Changes								R										
Improve Teaching Methods											R							
Prepare VCCS Reports	R																	
Distribute Minutes												R						
Develop Tracking	A												R	A				
Community Perspective										R								
Employer Perspective	R																	
Student Perspective			R							R								
Alumni Survey										R								
Consistency of Content							R											
Knowledge Components							R											
Eval. Remedial Courses					A				A								R	
Maintain VCCS Communica.	R																	
Student/faculty Commun.												R				A		
Eval. Graduate Success	A													R				
Storage/Access												R						
Annual Report	R																	
Basic Skills - Grads																	R	

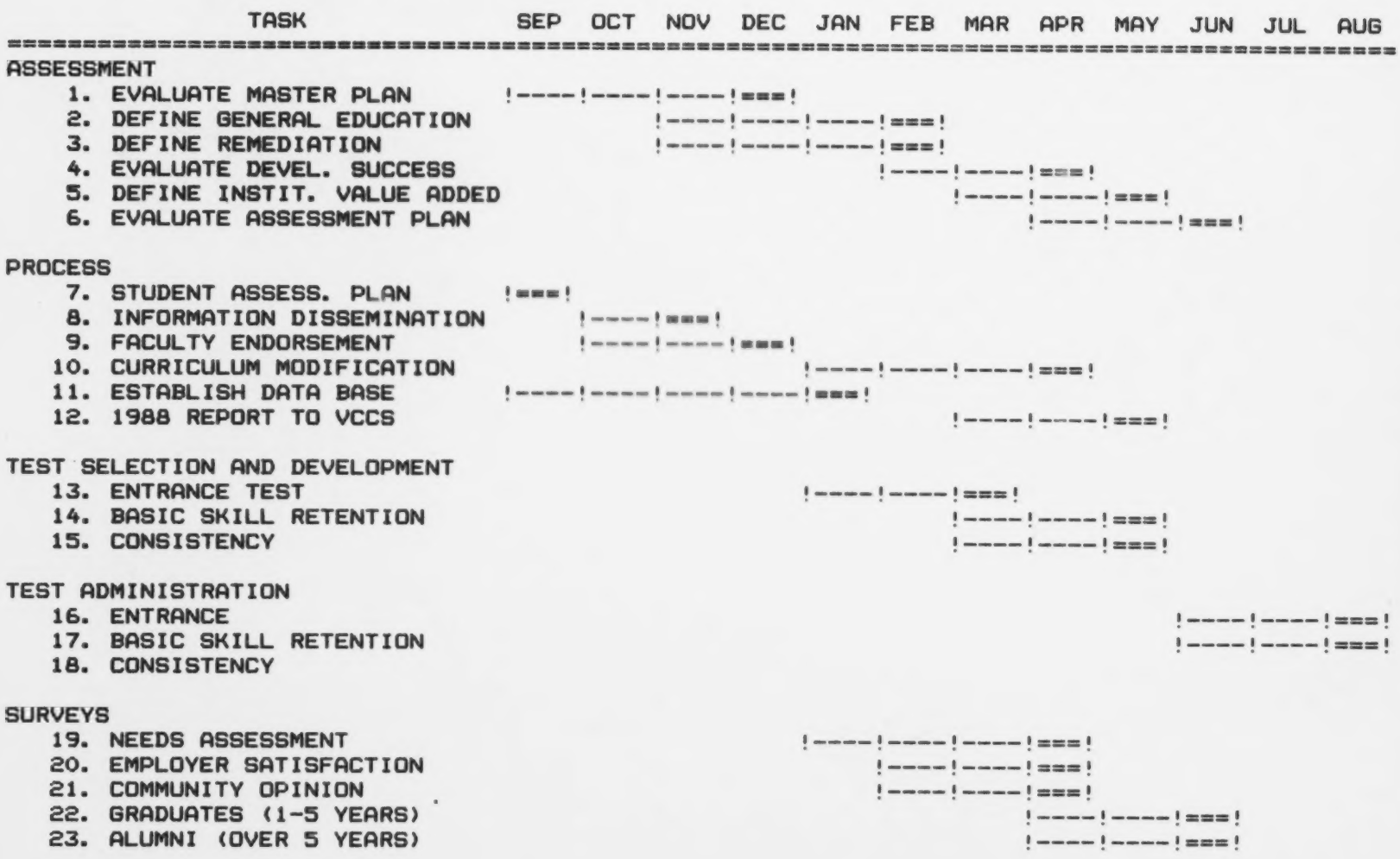
Committee Codes:

AC - Advising and Career Assessment
AO - Admissions Office
AR - Admissions, Reten. and Fin. Aid
CB - College Board
CE - Continuing Educ., Comm. Serv., & Pub. Info.
CL - Curriculum and Learning Resources
CO - Counselors
DE - Developmental Studies
DP - Department or Progr
EM - English and Math. D
FS - Faculty & Support S
IR - Inst. Research & Pl
PA - President's Advisor
PI - Public Information
RV - GCC Reg. Voca. Coun
SF - Select Faculty

ACTIVITY SCHEDULE
OUTCOME ASSESSMENT TIMETABLE
1987-88

APPENDIX N

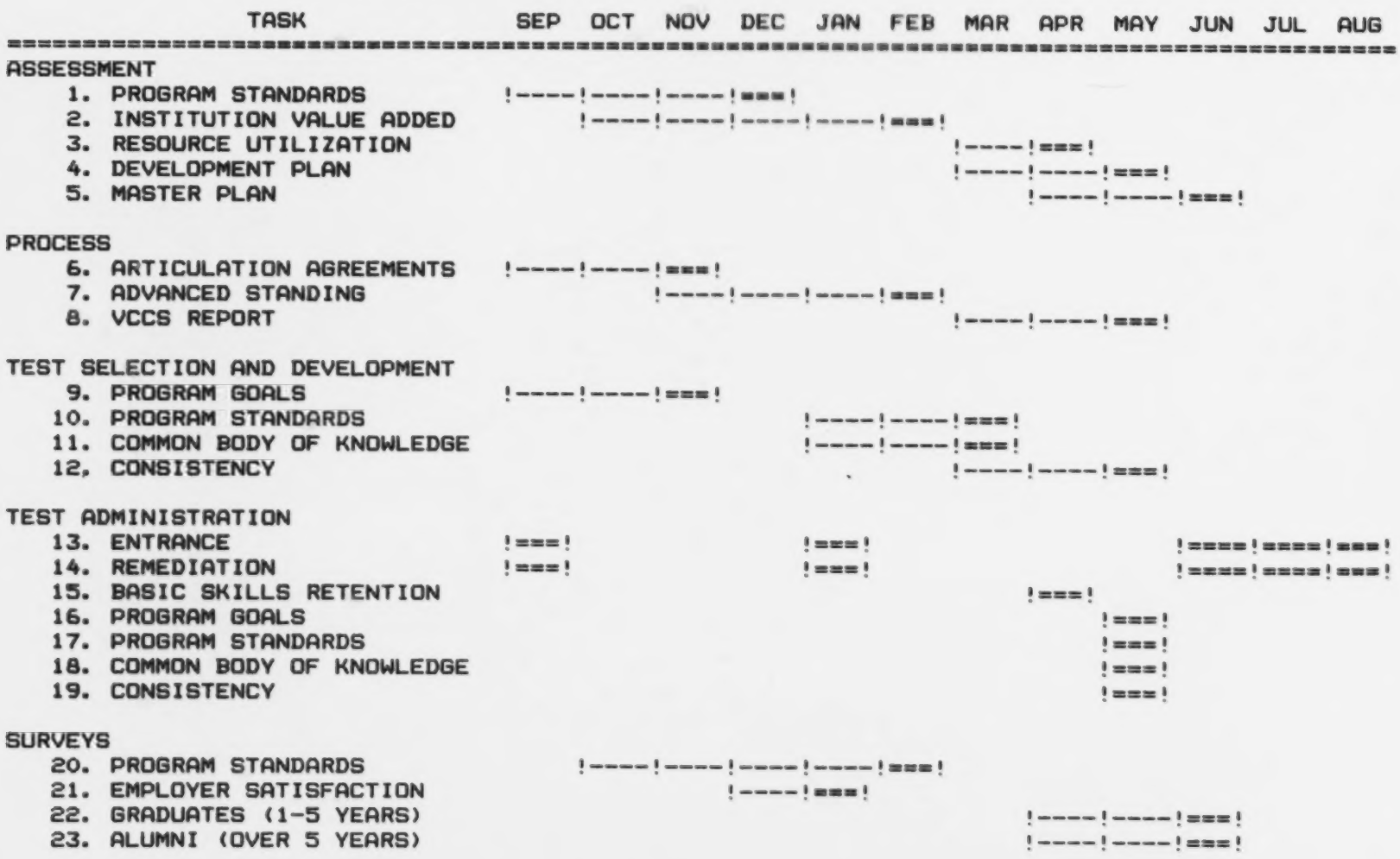
LEGEND:
!---! PLAN, ORGANIZE, DEVELOP
!===! CONDUCT, EXECUTE, ADMINISTER



ACTIVITY SCHEDULE
ACADEMIC PHASES

APPENDIX O

LEGEND:
!---! PLAN, ORGANIZE, DEVELOP
!===! CONDUCT, EXECUTE, ADMINISTER



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draft

Germanna Community College
Interim Assessment Report
January 1990

Assessment Steering Committee

The Assessment Steering Committee continues to provide direction for the assessment process. This year's committee includes the following individuals:

Charles Sieracki, Dean of Instruction
Philip Clarke, Dean of Finance and Academic Services
Hortense Hinton, Director of Student Services
Gil Coleman, Chair., Division of Math, Science and Nursing
Sally Nelson, Chair., Division of Humanities, Social Sciences and Developmental Studies
Russ Lloyd, Chair., Division of Business and Technology
Susan Gilkey, Director of Continuing Education
Randy Beckham, Chair., General Education Committee
Bruce Ford, Chair., Computer Committee
Gerry Slusser, Chair., Curriculum Committee
Julie Adams, Chair., Learning Resources Committee
Larry Shrader, Chair., Student Development Committee
Bob Sherwood, Chair., Faculty/Staff Affairs Committee
Howard Ward, Chair., Institutional Research Committee
Bob Graham, Student Government Representative
Don Frank, President Faculty Senate
John Colangelo, Business Faculty
Rosemary Biggs, Co-President, Staff Association
Andrea Burrell, Co-President, Staff Association
Sandy Borders, Production Control Technician
Gayle Wolfe, Assessment Coordinator

The above committee is responsible for reviewing and coordinating the following report. Any questions or comments should be directed to Gayle Wolfe, Assessment Coordinator and Chair. of the Assessment Steering Committee.

1. Developmental Studies

Last year, both the Developmental Studies program and the person responsible for it were newcomers to Germanna. Under such circumstances, assessment was difficult. However, as we continue into our second year, certain procedures and problems become clearer and we are able to address them with more coherence. In this year's update we will focus on the recommendations set forth in the Report of the Joint Task Force on Remediation dated January 1989. Most of our 1990 assessment report will describe how we plan to implement the recommendations in the Task Force Report by September 1990. Statistics about developmental studies will be limited because many of the procedures are either still being discussed or have only recently been implemented. Therefore, most of the report will be qualitative rather than quantitative.

Placement test results and the new procedure for testing will be described in the 1990 update. In addition we will provide a comparative analysis of the success rate of students enrolled in writing courses base upon their placement scores. A survey of faculty to identify courses which should be exempt from the minimum level reading requirement will also be reported. A comparison of the expected competencies in various courses like Accounting, Electronics, and Chemistry and the competencies required in the Math classes will be made and any resulting recommendations will be noted in the 1990 update.

Determining the success rate of students after they complete developmental courses has been very difficult due to our lack of an efficient tracking system. However, we have now purchased the ASSET program, including a data base system, which should make this task more feasible. We expect that this program will be of great assistance in our assessment efforts. However, the ASSET program will not be in place until March 1990 so we do not expect to be able to report significant information about tracking in the 1990 update.

2. General Education

To continue the work begun last year at Germanna Community College, Dean of Instruction and Student Services Charles Sieracki appointed an ad hoc committee on general education, composed of the college's assessment coordinator, and representatives of its three academic divisions and its student body.

The committee decided to form two sub-committees, or teams; each team is encouraged to recruit appropriate individuals from the college community.

One team has the task of polling faculty members concerning general education objectives in their classes. An instrument was composed to determine (1) which general education objectives are included in each class; (2) the frequency of inclusion; (3) the teaching style for each objective; and (4) whether there is assessment of learning for each objective (a follow-up survey will ask *how* faculty assess general education objectives). All faculty were required to complete this survey.

The committee will use the data from this poll to make recommendations about what objectives need greater inclusion in the curriculum; interested faculty will help the committee interpret the data. An additional benefit is that faculty will have thought through the many components of Germanna's general education plan in regard to their own teaching: the instrument requires thoughtful analysis of one's teaching in relation to general education. The total result should be a faculty well-prepared to make decisions about general education.

The second team's task concerns assessment of general education objectives. Its primary responsibility is to explore various strategies of measuring student success, and to consider the advantages and disadvantages of each. Strategies identified so far are: national/standardized tests; in-house tests; portfolios; surveys; interviews; capstone and core courses. This team will also recommend the procedural process for assessing general education objectives.

This team hopes to bring experts in assessment to Germanna, people who can help the faculty and staff to choose from, and make the best use of, the options available to a small community college. To assist this effort, and to enable faculty to conduct appropriate research, Germanna will seek grants, especially Funds for Excellence. Nancy Bedford and Gayle Wolfe are working on a grant proposal which will help the faculty understand qualitative research methodology, and especially promising assessment strategy. Evelyn Jacob, of George Mason University, is a nearby expert on qualitative

research methodology whose assistance the committee will seek.

More generally, assessment projects and workshops are needed to (1) facilitate faculty development in assessment; (2) access current research on assessment; (3) find ways to increase student involvement in the assessment process; (4) develop surveys and questionnaires for current students, graduates, and alumni.

Once the committee finds that a general education objective is included in the curriculum, from Team I's survey, it can make recommendations concerning assessment for that objective from the repertoire of Team II. Through such interaction, the committee expects to have a process for assessment of general education objectives in place by the end of the 1990 spring semester.

3. Majors

Placement data for the graduates of Germanna's OT programs has been lacking for several years. Last year an attempt to contact alumni of the Business Management and Nursing programs was not successful. Currently the Student Development Services office has devised a placement survey which will hopefully improve the data on our graduates. In addition, the Accounting and Electronics majors have sent out surveys to their graduates and employers, the results of which will be included in the 1990 update.

In reply to the Council's letter of September 12, 1989 the following requested information is provided concerning the Nursing and Business Management asssessment report of 1988/89.

Nursing

Each spring semester all the Nursing faculty participate in a two or three day curriculum review process. The process includes a review of student evaluation forms. Input from core faculty in math, science, psychology, and English is obtained by joint meetings with nursing faculty. These meetings are usually held on an annual basis unless major curriculum changes are being made.

In addition, input into curriculum review includes recommendations from the Nursing Advisory Committee, most of whom are representatives of the area hospitals and nursing employing agencies. This committee meets twice a year, which

provides an opportunity for feedback on new graduates. The Nursing faculty have pre- and post- clinical conferences with the clinical facility staffs to obtain their input for curriculum review. Last year the Nursing Advisory Committee suggested that Nursing faculty and clinical facility staff have lunch together during the curriculum review process.

Business

The capstone course was developed by the Business faculty and the objectives of the course are based on the overall objectives of the program which were listed on page 40 of the Assessment Report. The course is evaluated by the instructor who was the lead faculty in coordinating its development and who taught most of the business courses required in the program.

The results of the capstone course were reported on pages 44 and 45 of the report. These results showed that all program objectives were being met and that no curricular revisions were required at this time. However, the graduate survey indicated that Business graduates did not feel that the program had helped them to fulfill Germanna's general education objective of "Using the Arts". This survey was based on one year's graduates. Nonetheless, this possible deficiency in the program is being explored by the Business Division and the General Education Committee. Further information, based on this year's graduate survey and the faculty survey of the General Education Committee, will be provided in the 1990 update.

4. Non-completers

ACT ~~forms~~ WITHDRAWING STUDENT SURVEYS have been received and are scheduled to be mailed out on January 19 with a return date of January 29, 1990. A reminder mail-out will be made on January 31, 1990, for non-responders with a February 7, 1990, return deadline. Analysis from ACT is expected by March 15, 1990 and data should be available for the 1990 update.

5. Transfer

Each of six senior institutions reported data in a different format. Two used disks, the others sent hard copies of graphs and tables, narratives and simple lists of data. No uniformity exists in the methods used to report data. Therefore, Germanna recommends that the VCCS consider the

development of a System agreement with senior institutions. Such an agreement would identify the most important data elements and the report format desired. This would give uniformity to format and data received, hence, making overall compilation of data easier.

6. Alumni follow-up

The alumni survey of last year did not have a follow up reminder to alumni due to lack of time available in the academic year. Much of the first semester was devoted to the development of the survey. This year, the Accounting and Electronics alumni survey have been mailed and therefore, time will be available to follow up the surveys with phone call and letter reminders.

In addition, several approaches are being utilized to re-organize the alumni association by March 1990. These include developing accurate mailing lists, newsletter articles, direct mailings and contact with recent alumni.

Various alumni survey formats are being reviewed. We are cautious to prevent duplication in individual program assessment and surveys of all alumni. This includes the recent requirement for information on alumni as part of a federal disclosure effort, and placement follow-up surveys. We will attempt to combine these efforts.

7. Institutional Effectiveness

This is Germanna's first year to implement its plan for program and service review by committees. The feedback loop and overall process seem to be working well but, as stated, we are in the early stages of implementation. A full review of the process is scheduled by the Institutional Research Committee for 1990-91.

Several problems, which interfere with our ability to be effective as an institution, have been identified. A major concern is our research capability. At present time, the gathering of needed data is time consuming and puts a heavy burden on the college's faculty, staff and administrators. The college is searching for ways to remedy these problems, such as purchasing the ASSET program and ACT survey for non-returning students. However, since our budgets are limited, we need additional funds which we are seeking through Funds for Excellence.

ASSESSMENT REPORTING IN VIRGINIA, 1990-1991

July or September 14, 1990--progress report

1. a brief report on tasks accomplished in 1989-90, specific schedule for 1990-91. **No results will be reported,** unless specifically requested.

2. responses to questions or comments from this year's letter

3. special difficulties encountered or help needed

August 1, 1991--full report

1. Content

   - assessment processes, analysis of results, and actions taken in general education and the majors. A bare minimum of three new majors per year should have been added to the process and all majors doing assessment reported on. Follow-up information on actions taken by departments that have assessed their students previously should be included.

   - other processes, results, and actions (e.g. affective development)

   - alumni follow-up and other surveys, described as they illuminate one of those areas (general education, majors, or other) rather than as a separate category

   - placement and remediation procedures and results (students' success in remedial courses and subsequent success in degree work). By 1990, institutions' placement policies should conform to the recommendations of the joint SCHEV/VCCS Remedial Education Task Force.

   - procedures on reporting to high schools

   - evaluation of assessment procedures

   - schedule for the next biennium

   - information shared between four- and two-year institutions regarding the success of the latter's graduates, from both two- and four-year institutions

   - from two-year institutions: reports on non-completers

2. Form

   - narrative of no more than 75 pages + appendices

   - 12-page (double-spaced) mission statement/assessment summary (strengths, weaknesses, actions)

   - table of contents, numbered pages (including appendices)

Community colleges will make both reports to the VCCS staff, who will make a system report to the Council staff.

ASSESSMENT PLAN REVISION

The attached matrix identifies the programs and services to be reviewed and the schedule of their review. In addition, the person(s) responsible for the review are designated.

At the beginning of each academic year the programs and services under review will be designated by the Dean of Instruction and Student Services based on this schedule. Evaluation of persons gathering and preparing the reports will take into consideration that the amount of effort involved is comparable to that of chairing a committee. The report will follow the assessment process outline attached. The Institutional Research Office and the Assessment Steering Committee will assist to provide the data and consultation needed to prepare the report. Workshops will held by the Assessment Coordinator early in the fall for those preparing and reviewing the assessment reports.

The reports are to by presented to the designated committee by March 1 for review.

The committees must review the reports and make their final recommendations by April 1.

If a program or services are to be modified, the program or services must be reviewed again the following year regarding the needed modifications, otherwise the next review will occur on a five year cycle

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Year	Services and Programs to be Reviewed	Person Responsible for report	Reviewing Committee
1989-90	Accounting	"Faculty Leader"	Curriculum
1989-90	Electrical Electronics Engineering Technology	"Faculty Leader"	Curriculum
1989-90	Developmental Studies	Chair. Human., Soc. Sci. & Devel. Studies	Developmental Studies
1990-91	Continuing Education	Director of Continuing Education	Curriculum
1990-91	Computer Information Systems	"Faculty Leader"	Curriculum
1990-91	Real Estate	"Faculty Leader"	Curriculum
1990-91	Student Development Services	Director of Student Services	Student Development
1990-91	Research & Planning	Institutional Research Officer	Institutional Research
1991-92	Police Science	"Faculty Leader"	Curriculum
1991-92	Marketing	"Faculty Leader"	Curriculum
1991-92	Transfer Programs: 1) Education 2) General Studies 3) Liberal Arts	"Faculty Leader" (three)	Curriculum
1991-92	Learning Resources	Director of Learning Resources	Learning Resources Committee
1991-92	Germanna Regional Center	Director of GRC	Student Development

Year	Services and Programs to be Reviewed	Person Responsible for report	Reviewing Committee
1992-93	Transfer Programs 1) Business Administration 2) Science	"Faculty Leader" (two)	Curriculum
1993-94	Management	"Faculty Leader"	Curriculum
1993-94	Nursing	Director of Nursing	Curriculum
1993-94	Assessment Plan	Assessment Coordinator	Assessment Steering

CALENDAR OF ASSESSMENT ACTIVITIES

August & September

- Programs and services are designated for review
- Workshop for those individuals responsible for preparing and reviewing assessment reports

October: Begin collecting data and other relevant information for reports

November: Surveys distributed by the Institutional Research Office

- Alumni Survey
- Graduate Survey
- Student Survey
- Employer Survey
- Non-completer Survey
- Community Survey

December: Survey data collected and analyzed

January: Results of data analysis to those preparing reports

February: Reports completed

March: Reports to Committees to be reviewed

April: Committees make recommendations to Dean of Instruction and Student Services regarding programs reviewed
Budgets prepared based on assessment reports

May: Assessment report for SCHEV and VCCS prepared

June: Assessment report to SCHEV and VCCS

July: Prepare assessment workshops for the fall

ASSESSMENT PROCESS
FOR ACADEMIC PROGRAMS
AND SERVICES

The Assessment Steering Committee recommends and the Dean approves list of programs and services to be reviewed.

After the program or service has been designated for review, the responsible area will collect the required data for the preparation of the assessment report. Assistance may be obtained from the Assessment Steering Committee and/or the Institutional Research Office.

An assessment report is prepared by the service area or academic division, with responsibility for completion as indicated on the previous pages.

The assessment report is submitted to the program or service's advisory committee (if one exists) for review and recommendations. It is also submitted to the Division Chairperson of the program under review for his or her concurrence or non-concurrence.

The"Faculty Leader" or designated person transmits completed assessment report to the appropriate committee and a summary of the report to all faculty.

The designated committee reviews the assessment report and makes recommendations relative to its findings.

WITHIN ONE YEAR

1. Continued without Modifications

   Committee recommends to the Dean of Instruction and Student Services that the program or service be continued without modifications.

2. Continued with Modification

   Committee recommends changes to the Dean of Instruction and Student Services. The Dean notifies the appropriate Division Chairperson of the changes to be implemented.

   Division Chairperson implements the needed changes in a manner approved by the Dean of Instruction and Student Services.

3. Terminate Program or Service

   Committee recommends to the Dean of Instruction and Student Services that the program be terminated.

   The Dean transmits this recommendation to the President.
   President conveys his agreement with the Curriculum Committee's findings to the Local Board, and with its approval, begins taking steps to terminate program or service.

FIVE YEARS LATER

OUTLINE FOR ASSESSMENT REPORT

AIM: What are the GOALS AND OBJECTIVES of the program and or service.

ASSESSMENT:
Score

-----	(0, 1, 2)	Participation/Enrollment Strength
-----	(0, 1, 2)	Program/Service Quality - Faculty/Staff Qualifications - Full/Part Time Faculty Ratios - Faculty/Staff Development - Faculty Student Ratios, etc. - Faculty Evaluation - Graduate Survey - Alumni Surveys - Internship/ Coop Ed. Supervisor Evaluation - Curriculum Design - Courses Offered - Advisory Review
-----	(0, 1, 2)	Equipment/Facilities/Academic Support - Computer Software - Video Tapes, Film, Books, Journals - Tutorial Support - Telecommunications - Equipment, Facilities
-----	(0, 1, 2)	Outcomes - Student Data - Student Achievement - Internship and/or Coop project - Employer survey/rates - Graduate Survey - Transfer data - Licensing exams - Post tests
-----	TOTAL	

Action: What changes can be made to strengthen the program or service? What will these changes cost?

PRACTICAL QUESTIONS

The six questions which the generalized notion of institutional effectiveness can be translated follow:

1. What is the AIM OF THE PROGRAM OR SERVICE. If only vague and general AIMS are available, they should be listed. Preferably the intended outcomes are more specific.

2. How strong is ENROLLMENT OF PARTICIPATION? Is the group intended to be served, being served? In what numbers? Describe population rates and retention rates. After a standard such as minimum enrollment productivity in a degree program is selected, a judgment of enrollment strength can be made in terms of zero points for below standard, one point for approximating the standard, two points for doubling the standard or more.

3. What is the QUALITY OF SERVICE performed? Information is gained from evaluations and other sources. How do advisory committees and outside evaluators rate the curriculum or the service? How strong are student and supervisor evaluations of instructors? Once the evidence is gathered, it can be translated into a judgment of zero points for below average, one point for average, and two points for above average.

4. Do QUALITY FACILITIES, EQUIPMENT AND ACADEMIC SUPPORT exist? Once again data can be gathered from a variety of sources. The resulting judgment can be translated into zero points for less than adequate facilities, equipment and academic support; and two for exemplary facilities, equipment and academic support.

5. Do students OUTCOMES MATCH PROGRAM/ OR SERVICE AIMS? What is the measured degree of success in carrying our the AIMS of the program/ or service? Documentation for this judgment can include such statistics as student transfer success, post-tests, employment rates and appropriateness of employment, licensing exam results, employer surveys, and graduate survey. The basic question relates back of what are the described AIMS of the program or service, and to what degree are they being achieved? This is factor may be double weighted to emphasize its importance. Therefore, a judgment on this question of below adequate would receive zero points, adequate to meet program
or service expectations two points, and exemplary or superior results would receive four points. A tally of points assigned to questions (2), (3), (4), and (6) produces a relatively even handed, overall assessment of the program or service. The points assigned to questions also indicate diagnostic information regarding areas of strength and weakness. Using this system of weights a program or service is assessed on a one to ten point basis. An ASSESSMENT rating of five for a program indicates one which is living up to its expectations.

6. WHAT ACTION IS SUGGESTED? Given the AIMS described in

answer to question (1), and the diagnostic ASSESSMENT described in questions (2) through (5), what program changes might be made to strengthen the program or service during its next cycle? What will the cost be to implement the changes?

SOURCES OF INFORMATION FOR THE ASSESSMENT REPORT

AIM	Advisory committee, division, catalogue etc.
ASSESSMENT	
Participation/ Enrollment	Institutional Research Office (IRO)
Program/Service Quality	
Faculty/Staff Qualifications	Dean's Office
Full/Part Time Faculty Ratios	IRO
Faculty/Staff Development	Dean's Office, Division
Faculty/Student Ratios	IRO
Faculty Evaluations	Division
Graduate Survey	IRO
Alumni Survey	IRO
Student Surveys	IRO
Internship/Coop Ed Supvr Eval	Division
Curriculum Design	Division
Courses Offered	IRO
Advisory Review	Division
Equipment, Facilities and Academic Support	
Computer Software	LRC, Division
Video tapes, films, books, etc.	LRC, Division
Tutorial support	LRC
Telecommunications	LRC, Division
Equipment/Facilities	Dean of Finance, Division
Outcomes	
Student Data	IRO
Student Achievement	Alumni, Student Services
Internship and Coop Ed.	Division
Employer Surveys/Rates	IRO
Transfer Data	Student Services
Licensing Exams	Division
Post-tests	Division, Student Services
ACTION	
Costs	Dean of Finance

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